

CHAPTER I

INTRODUCTION

1.1 Background

English is a widely spoken language, so it becomes a global language. As an international language, English has become a tool for International communication in every single life business. For the given reason, Indonesian government has decided that English becomes a compulsory subject that should be mastered by students from the elementary level to the college level.

Vygotsky (1962), in Wray (2006), in his investigating of the relationship between language and thought, he finds the unit of verbal thought in word meaning. Vygotsky saw the meaning of a word representing a close relationship between language and thought. Swain (1985), in Lawtie (2006), notes that way to learning to speak is through speaking itself. It means the more practice to speaking the more oral skills will improve.

Nunan (1991), in Lawtie (2006), suggests that success in learn foreign language is measured in terms of the ability to carry out a conversation in the target language. Therefore, if students do not learn how to speak or do not get any opportunity to speak in the target language, they soon get de-motivated and lose interest in learning. Nunan adds that if the right activities are taught in the right way, it can make speaking in class can be a lot of fun. For that reason, general learner motivation will raise and the English language classroom becomes a fun and dynamic place to be.

In English study, four language skills should be mastered are listening, speaking, reading, and writing. In facts, speaking is one of the most important things in life, thus any expression of thought that comes from mind can be conveyed by speaking. For instance in daily lives most of people speak more than write. On the other hands, speaking a foreign language usually seems much harder than learning to write and read it. Often the most important problem people have with foreign languages is that they cannot speak.

Often the most important problem people have with foreign languages is that they cannot speak. Probably it happens because they shame to speak in the public. In fact, there are a vicious circle of speaking problem. First, people make mistakes when speaking, then they become afraid of speaking, and thus they never get the practice which would enable them to correct their mistakes.

While students are actively involved in the process of learning, they learn best. Students working in small groups tend to learn more of what is taught and retain it longer than when the same content is presented in other instructional formats. Students energy increases, rewarding teams of students for performance is effective, and that appearing to increase the energy of the teams while they working together (Johnson, et all., 1981, cited by Gokhale 2006). In addition, Long & Richards (1987 cited by Lawtie 1996)), present that learner centered classrooms where learners do the talking in groups and learners have to take responsibility for using communicative resources to complete a task are shown to be more conducive to language learning than teacher centered classes.

According to Vygotsky (1978, in Gokhale 2006), students are capable of performing at higher intellectual levels when asked to work in collaborative situations than when asked to work individually. It is believed one of learning approaches that deal with working together is collaborative learning. In addition, Welch (2005) states that students learn best in a classroom where they feel free to express their ideas, they feel needed, and they feel comfortable with their peers.

In nutshell speaks, some variables take part in the success of learning, it is not only the cognitive factors, but also the personality factors such as motivation. Gardner (1985:27, cited in Fatriyani 2005) points that in some contexts, personality variables relate to listening comprehension and oral production and it is important. In addition, Krashen (1982:31) cited by Fatriyani (2005) proposed three variables related to the success of the Second Language Acquisition (SLA). First is Motivation it is assumed that high motivational performance would generally do better in SLA. Second is Self-confidence, it is understood that performance tend to do better in SLA if self-confidence and good self-image involved. The final is Anxiety, it is believed that the one of good support for SLA is the measurement of anxiety as personal or classroom anxiety.

Motivation and learning are so closely bound together, so dependent upon and affected by one another. Houston in his *Motivation* (1997) states that learning cannot occur unless the organism who involves in learning is motivated to learn. In teaching and learning process, not all learners were motivated to perform all classroom tasks, hence motivation being one of learning substance. The learners complete the tasks not because they want to get some cognitive or affective

reward from the teacher, but because they feel fun, interesting useful or challenging in it (Brown, 2001).

The writer, therefore, is fascinated to observe the using of collaborative learning in encourage students to speak. In other words, the writer would like to know whether Collaborative Learning could improve students' motivation to speak English or not.

1.2 Research Questions

In accordance with the using of Collaborative learning in improving students' motivation to speak which is the main concern of this study, writer formulated the problem statements of the study as follow:

1. Can Collaborative Learning improve students' motivation to speak English?

1.3 Scope of the Study

In relation to the statements that have been formulated above, two variables are confirmed in this study. They are the use of collaborative learning and the students' improvement to speak English in speaking class and how Collaborative Learning influence students' motivation improvement in speaking class. The scope of this research, however, is limited to investigate the effectiveness of collaborative learning in order to improve students' motivation in speaking English.

1.4 The Aims of the Study

In general, this study is designed to figure out the use of Collaborative Learning in improve students' motivation to speak English. Particularly, the study has some aims as follow:

1. To find out whether or not collaborative learning can improve students' motivation to speak English.

1.5 Significance of the study

This study is generally expected to contribute values consideration to the whole educational subjects related to the second language teaching, especially in teaching speaking English. The writer hopes that the curriculum maker and the teacher could construct the materials of speaking learning that pay attention on psychological aspect for instance motivation.

1.6 Assumption

In learning new knowledge, some problems deal with. As individual, each learner has different character and background that influence his or her learning style. As well as in learning English as foreign language, learners might felt silly because their lack of knowledge of the new language make them hard to show their voice. Their lack of words and structure make them doubt to speak English. The fear of failure and avoiding embarrassment in front of "the big class" make students wonder to speak English in the class. On the other hand, each learner has different motivation in learning English.

Teacher as the knowledge provider should have to manage instructional planning and particular classroom technique that adequate to the learners in learning English. What is important in learning is not how much or how little lecturing is done in the classroom, but rather how active the students' learning process is. Bonwell and Eison (1991) in Johnson (1997) argue that learning cannot occur with passive students. In addition Houston (1985), states that learning cannot occur unless the organism is motivated to learn.

Considering the phenomenon, the writer assume by using collaborative learning where the students learn to speak in small group, students will more encourage to speak because they simply should speak in front of few people where they have more free space to express them selves.

1.7 Hypothesis

In anticipating the lack of students' motivation to speak English in big class which consist of many students, collaborative learning, which carry out small group work, is hoped will improve students' motivation to speak English in the speaking class . Thus the writer proposed hypotheses as follows:

$H_0: \mu_1 = \mu_2$ There is no differences of the students' motivation to speak English through Collaborative Learning.

The hypothesis is confirmed to the testing criterion is as follow:

$H_0: t_{\text{obtain}} \geq t_{\text{crit}}$ rejected \longrightarrow H_1 accepted

(Kranzler & Moursund. 1999: 95-96)

1.8 Method of Investigation

In describing the use of collaborative learning to improve students' motivation to speak English, this study is conducted by using the experimental method. It is the operational framework of this study to observe the comprehensive meaning of the facts that writer has gained. Leedy (1980) says that experimental method deals with the phenomenon of cause and effect. It is the method that needs to be planned, to be analyzed, and at the end of the research, it needs an interpretation.

T test formula from the SPSS ver.12 for Window used to analyze the data gained in this study. The collected data are the students' motivation to speak English aspects and their collaborative learning aspects that attained from questionnaire result.

1.9 Population and Sample

The first year students of SLTPN 1 Subang - Kuningan would be the population of this study. From three classes of 95 students that available, a class will be draw as control class and another one will be the experimental class. The subjects of this study were selected randomly.

The students will work in group of four. As Johnson (1997) states that there is no magic number, a good rule is "the smaller the better". They choose their own group members in order to create the mix group of students. Perhaps every group has its own mix of quiet students and outspoken students. Walvoord (1986) puts forward that self-selected groups seem to work best in small classes,

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1.10 Data Collection Procedures

Two variables are observed in this study. They are collaborative learning as independent variable, and students' motivation to speak English as dependent variable. To gain the data of each variable, the writer uses an instrument. The instrument used in this study is questionnaire , and it was developed by the writer which confirmed students' motivation to speak English aspects and collaborative learning aspects.

Steps of collecting data in this study are first, constructing questionnaire as instrument to find out the students' motivation level. The second step is collecting the data by administering questionnaire to the samples twice i.e. before and after treatment. Then writer analyzed the data by using computing statistical method to find out the effectiveness of collaborative learning with students' motivation to speak English. The next step is interpreting the data in order to clarify the result of the research. The last step is composing the research report.

This study used t test correlation formula and the data was computed by SPSS version 12.0 for window program to test the correlation of collaborative learning and students' motivation to speak English.

1.11 Clarification of the Key Terms

Some terms that are used that need to be clarified to avoid the misinterpretation and misunderstanding in this study. The terms are improving, motivation, speak, and collaborative learning.

Term improving refers to the students' action or process to make or become better in speak English. The next term is motivation, it refers to the students' passion to speak English which is determined with their attitude. Term speak refers to a kind of communication that revealed students' thought, feeling and opinion orally in English language. Finally is term collaborative learning, it refers to the learning process that encourages constructive discussion of ideas, collaborative argument, and interaction among learners especially when those learners begin the discussion with little in common.

1.12 Organization of the Paper

This paper is organized into five chapters. The first chapter includes introduction which discuss background, research questions, scope of the study, the aims of the study, significance of the study, assumption, hypotheses, method of investigation, population and sample, data collection procedure, clarifications of the key terms, and organization of the paper.

The second chapter concerns on theoretical foundations that contains the related theories which is served as a basis of the investigation of research questions. The research methodology that covers population and sample, instrument, research design, and the data analysis is presented in chapter third. The result and findings of the study is reported in chapter fourth. It consists of data interpretation, the analyzing of the data, and the interpretation of the data. . The Last is chapter fifth which holds conclusion and recommendations that synchronize with the research findings.