

CHAPTER I INTRODUCTION

A. BACKGROUND OF THE STUDY

In many developing and developed countries, education is root of achievement. Education produces a skillful and intelligent generation that will be a future ruler for the country. Moreover, if civilian have been trained with efficient education, they will have adequate life. Therefore, Education is the fundamental for the development within a country due to brilliant generation breed by it.

As the first surah Al alaq that Muhammad prophet has received in Hira cave from Allah through Gabriel, Allah said :

أَقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ ﴿١﴾ خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ
﴿٢﴾ أَقْرَأْ وَرَبُّكَ الْأَكْرَمُ ﴿٣﴾ الَّذِي عَلَّمَ بِالْقَلَمِ ﴿٤﴾ عَلَّمَ
الْإِنْسَانَ مَا لَمْ يَعْلَمْ ﴿٥﴾

“Read ! in the name of your Lord Who has created (all that exists), Has created man from a clot (a piece of thick coagulated blood). Read ! And your Lord is the Most Generous. Who has taught (the writing) by the pen. He has taught man that which he knew not” (QS. Al-alaq :1-5).¹

¹ *Al qur'an dan Terjemahnya*, Khadim al Haramain asy Syarifain, Raja Fahd ibn ‘Abd al ‘Aziz Al Sa’ud, 1990, P. 1079.

The most common role a teacher plays in the classroom is to teach knowledge to children. Teachers are given a curriculum they must follow that meets state guidelines. This curriculum is followed by the teacher so that throughout the year, all pertinent knowledge is dispensed to the students. Teachers teach in many ways including lectures, small group activities and hands-on learning activities.

Teachers play vital roles in the lives of the students in their classrooms. Teachers are best known for the role of educating the students that are placed in their care. Beyond that, teachers serve many other roles in the classroom. Teachers set the tone of their classroom, build a warm environment, mentor and nurture students, become role models, and listen and look for signs of trouble.

Most of teacher still focused their teaching activity on the delivery of a curriculum to fulfill their target in teaching and learning process. They feel comfortable if they can teach all of material from curriculum in time. They are rarely thinking to the growth of their students physically and mentally. It is enough for them if the students pay attention to the lesson quietly, work alone, and stop talking. As the result students have traditionally been isolated communicatively and physically. Teachers have lectured and students have listened. Teachers-and the textbook-

have been the sources of knowledge and authority in the classroom.

In the traditional model of the classroom, in which the curriculum is presented from a textbook on one instructional level, the motivation students may diminish. Feelings of success and a high motivation in learning only perform by the students who are accustomed to the textbook-oriented. While those who cannot master the textbook will be unmotivated and feel unpretentious.

The academically talented students may not demonstrate their full academic potential in the classroom. When one instructional level from the curriculum is presented in a classroom, there will be no opportunity for some students to achieve beyond that level provided. If grades and competition do not particularly motivate the students, they may be quite satisfied to coast along in school. These students may express a lack of motivation, which may manifest itself in off-task behavior, lack of participation, and outward disinterest by these students..

Most active learning approaches require that students work in small groups. Extensive literature is available on group work (Johnson & Johnson, 1989; Beckman, 1990; Johnson & Johnson, 1991;Goodsell et al., Davis, 1993). Appropriate level of guidance should be provided to the students for working together. When groups work well, students learn from each other, motivate each

other and can keep each other on task. When groups are dysfunctional, a small number of students do the work and others are disenfranchised. Several aspects of group work that are often problematic can be managed early with minimal additional work. Some of the key areas that faculty needs to consider are: to help students develop effective group rule, to develop methods of equitable work distribution, and to assess that work is being done by all members. Effective group work has been shown to improve student learning significantly and is the heart of collaborative learning.²

Teacher collaboration is currently an important topic of research on teaching and teacher education. In recent years, researchers have studied collaboration between teachers through the use of information and communication technology (ICT) (Akpinar & Bal, 2006; Suntisukwongchote, 2006; Winter & McGhie-Richmond, 2005), in context of inclusion (Wallace, Anderson & Bartholomay, 2002; Parmar & DeSimone, 2006), the role of collaboration between student teachers in learning to teach (Arvaja, Salovaara, Hakkinen & Jarvela, 2007; seifert & Manzuk, 2006) the role of collaboration between teachers in learning educators and classroom teachers (Erikson, Minnes Brandes, Mitchell & Mitchel, 2005) and between teachers (Butler, Laucher, Jarvis-Selinger, beckingham, 2004; Johnson, 2003) on

² Edda Luzzatto Giordano DiMarco, *Collaborative Learning: Methodology, Types of Interactions and Techniques*, Nova Science Publisher, Inc. New York, 2009, halaman 321.

professional development, the role of collaboration between student teachers and teacher educator on students' learning (Tillema & Orland Barak, 2006), collaboration between teachers in planning and implementing lesson (Akpınar & Bal, 2006; Chen, Cone & Cone, 2007; Davison, 2006), and collaboration between teachers and university research in curriculum design (Webb, Romberg, Ford & Burrill, 2005).

These studies have shown that collaboration can have beneficial effects on teachers' learning and production. For example, Erikson, Minnes Brandes, Mitchell and Mitchell (2005) and Chen, Cone and Cone (2007) suggested that collaboration projects involving in-service teachers have enhanced pupils' learning. In another study, social support was the main outcome of collaboration between student teachers (Seifert & Manzuk, 2006). However, these studies have also identified challenges inherent to collaboration. Issues of conflict, commitment, control and respect (Erikson, Minnes Brandes, Mitchell and Mitchell, 2005) role and responsibilities (Winter & McGhie- Richmond, 2005) as well as issues related to individual differences (Seifert & Manzuk, 2006) were raised. Consequently, collaboration in group work may not always represent an added value over individual activity. Aevaja, Salovaara, Hakkinen & Jarvela (2007) call for the study of the reciprocal relationship between individual and collective processes in order to design better collaborative learning tasks.

They precisely formulated a fundamental issue: “what kind of social interaction can be called collaborative and how are the collaborative opportunities and individual abilities matched”?³

But not all of our institutions apply it in their educational process, recently there have been a lot of school who teach the students on how to collaborate each other and try to solve a problem together.

At MTs NU 24 Darul ulum in the beginning of English learning in 2015 the authors conducted initial test of English for grades IX either A, B and C and the results of this test the students IX C got the lowest score in the appeal of IX A and IX B, there are many factors which caused such as family, environmental factors or even teachers themselves are less precise to select of methods and strategies for teaching that caused them lazy to learn, for this reason according to the authors raised and increased the motivation to love lesson in this case English subject is a very important thing.

Based on the fact above, the writer is interested to have an action research of study on the effect of collaborative learning strategies on the students motivation at the MTs NU 24 Darul’ulum Patebon Kendal, Central Java.

³ Edda Luzzatto Giordano DiMarco, *Collaborative Learning: Methodology, Types of Interactions and Techniques*, Nova Science Publisher, Inc. New York, 2009, p. 2-3.

The writer believes there are significant improvements, if the motivation of the students in this study had reached 85 percent

B. DEFINITION OF KEY TERMS

1. Improving

Action increases referred to in this research is act of enhancing or making better in terms of quality, value or usefulness. This can be by ideas, objects or processes more desirable by adding or removing components. which in this case through the learning strategies that can motivate students prefer to engage in learning English called Collaborative Learning Strategies.

One of the first student improving in English learning is how quickly they are going to get better at studying and how to identify those signs. Well the first thing to point out swiftly is that the amount of time it takes to make progress in the lesson varies from one individual to another. However, the signs of improvement are the same for everyone and these are some of the things you need to look for:

- They feel better
- Longer distances
- Greater confidence in your ability
- Targets change

2. Students' Motivation

Students' motivation is students' motive to gain success of their goals especially the success of their learning goals by doing effort or doing their best to get it. And the indicators of students' motivation in this study :

- The increasing of the students attitude
- Belief about self
- Their involvement in teaching and learning process
- The achievement of goal

3. Collaborative Learning

Collaborative learning is a situation in which two or more people learn or attempt to learn something together. Unlike individual learning, people engaged in collaborative learning capitalize on one another's resources and skills, asking one another for information, evaluating one another's ideas, monitoring one another's work. More specifically, collaborative learning is based on the model that knowledge can be created within a population where members actively interact by sharing experiences and take on asymmetry roles. Put differently, collaborative learning refers to methodologies and environments in which learners engage in a common task where each individual depends on and is accountable to each other. These include both face-to-face conversations.

Whereas the mean by collaborative learning in this thesis are learning activities which are designed and implemented in pairs or in small groups. Each groups consist of four or five students.

4. Strategy

Strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.⁴

Strategy in this research is a method or plan chosen to bring about a desired future, such as achievement of a goal or solution to a problem.

C. RESEARCH QUESTIONS

The study is aimed to answer the question:

1. How is the implementation of Collaborative Learning in English Learning Process at MTs. NU 24 Darul'ulum Patebon Kendal ?
2. How can the collaborative learning increase the motivation of students at MTs. NU 24 Darul'ulum Patebon Kendal ?

⁴ H.D, Brown, *Principles of Language Learning And Teaching*, 4 th. Ed. Longman, p. 113.

D. OBJECTIVES OF THE STUDY

The objectives of the study are:

1. To describe the implementation of Collaborative Learning in the English learning process at MTs. NU 24 Darul'ulum Patebon Kendal.
2. To determine if a collaborative learning increases the motivation of students at MTs. NU 24 Darul'ulum Patebon Kendal.

E. REASONS FOR CHOOSING THE TOPIC

The reasons for choosing the topic are as follows:

1. Students often find that it is difficult for them to understand the English lesson because of motivation decreased.
2. Difficulties in understanding can be barriers for students in learning English.
3. Teacher tends to use traditional model like rhetorical method in teaching
5. It is important to know whether collaborative learning can help improving students' motivation to learn English.

F. SIGNIFICANCES OF THE STUDY

The significant of this study could be mentioned at least as follows:

1. The teachers of MTs. NU 24 Darul'ulum Patebon
 - a. The result of this study will help teachers in solving their problem about the student's motivation and give a new perspective on teaching and learning process.
 - b. They will help teacher to apply the reflective thinking in their teaching and learning process so that they will find the best solution for their problem in the future.
2. MTs. NU 24 Darul'ulum Patebon

This research hopefully can give a contribution in helping MTs. NU 24 Darul'ulum Patebon to develop their teaching and learning process so that it can be an alternative solution to overcome the problem of teaching and learning process in the future.

3. The students

Gives an experience for the students in communicating and working together in groups that apply collaborative learning strategies so that they will be motivated in learning English, and when highly motivated the students will be able to increase their achievement in English.

G. THE SCOPE OF THE STUDY

As many other study, this thesis is not boasting that it is of no limitation in its content. The obvious limitation of this study is that it study will be the junior high school students

and in this case I will take the students of MTs NU 24 Darul'ulum Patebon in the academic year of 2015/2016.

The writer will take only one of three classes of the third year students of MTs. NU 24 Darul'ulum Patebon in the academic year of 2015/2016. It is the IX C, this class will be taken one class as an action class because the author noticed that the students of the IX C less motivated to learn English. It seen their values are the least of their learning outcomes in the appeal of the IX A and IX B. The IX C is consists of thirty four students to be the subjects of this study.