IMPROVING STUDENTS' MOTIVATION THROUGH COLLABORATIVE LEARNING STRATEGIES (An Action research at MTs. NU 24 Darul'ulum Patebon Kendal, Central Java)



#### THESIS

Submitted in partial fulfillment of the requirements for the degree of Bachelor of English Education

by:

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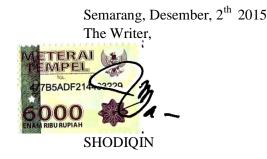
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#### **ADVISOR APPROVAL**

Dear Sir,

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Assalamu'alaikum Wr. Wb.

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Shalawat and salam may be granted to our noble prophet Muhammad SAW. and his family, his friends, and his followers who has brought Islam until this present.

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The researcher realizes that this thesis is still far from completeness. So that, the researcher so expects contructive suggestion and criticism from all side for the advantages of this thesis.

Finally, the researcher expects this thesis useful, especially for the writer and generally for the reader.

والسلام عليكم ورحمة الله وبركاته

Kendal, September, 15<sup>th</sup> 2015

## MOTTO AND DEDICATION

# ΜΟΤΤΟ

Life is Struggle and Don't Ever Give Up to Go With It.

## **DEDICATION**

## The writer dedicated this thesis to :

- $\bullet$  My beloved father, who has been giving their support materially and spiritually for me.
- ♥ My beloved wife, daughter and son.
- ♥ My beloved sister and brothers
- ♥ All of my beloved friends.

#### ABSTRACT

# Title: Improving Students' Motivation Through Collaborative<br/>Learning Strategies (A Classroom Action Research At<br/>MTs NU 24 Darul ulum Patebon Kendal Central Java )

Writer : Shodiqin

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*Keywords: improving, students' motivation, collaborative learning, strategies.* 

Collaborative learning is an important strategy. By speaking, one can express his/her mind ideas, and thought freely and spontaneously. However, some language learners are usually afraid to speak the target language. Most of their reasons are shy or afraid of doing grammatical errors, and even afraid of using wrong dictions. Actually, this could be caused of monotones method that a teacher practices in the teaching learning process. Thus students are low motivated to speak second language. Therefore, teacher should have some alternative ways in order to improve students' motivation to speak.

This thesis was to obtain the answer of the question whether or not the collaborative learning strategies are effective used in teaching English at junior high school, and how this strategy can improve the third year students of MTs NU 24 Darul ulum motivation.

The research was carried out from July to September 2015 at MTs NU 24 Darul ulum Patebon Kendal. Thirty five students of IX C as the subject of this research. The writer used action research as methodology.

The results of the research showed that collaborative learning is effective in increasing the students' motivation. By collaborative learning teachers could used this strategy in solving their problem about the student's motivation and give a new perspective on teaching and learning process. They apply the reflective thinking in their teaching and learning process so that they will find the best solution for their problem in the future. It will be better if the collaborative learning strategy can be applied in English learning process because it prove the improvement of student motivation.

For students could make an interaction between them and make the material more enjoyable. It was more understandable. The activities in collaborative learning give a big role in their learning. It made the learning more interesting. They could participate in all activities actively. Collaborative learning makes students creative in finding a solution for the problem they have. The condition of the class is more dynamic and the function of the students as the subject of the teaching and learning process can be done well. Collaborative learning also makes a passive student to become more active and give them the chance to be communicative with the material and their friends. By using a collaborative learning the students can share their understanding and knowledge with their friend, so that the difficulty in handling a material can be solved. The students also feel more motivated in learning English using a collaborative learning rather than learn a material individually. It is better to use a group as a solution for them in solving the problem in their learning that they have, by collaborative learning they can share their idea and their understanding about the material they have and it helps them to increase their understanding about the material. Suggested for the students to discuss with making a group in out the classroom learning activity. Collaborative learning can be strategy of each learning for students. 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.

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# 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 :

"Read ! in the name of your Lord Who has created (all that exists), Has created man from a clot ( a piece of thick coagualated 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).<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> *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 pertainer 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 textbookhave 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.<sup>2</sup>

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

<sup>&</sup>lt;sup>2</sup> Edda Luzzatto Giordano DiMarco, *Collaborative Learning: Methodology, Types of Interactions and Techniques*, Nova Scince 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 (Akpinar & 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 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 indentified challenges inherent to collaboration. Issues of conflict, commitment, control and respect (Erikson, Minnes Brandes, Mitchell and Mitchell, 2005) role and responsibilies (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"?<sup>3</sup>

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.

<sup>&</sup>lt;sup>3</sup> Edda Luzzatto Giordano DiMarco, *Collaborative Learning: Methodology, Types of Interactions and Techniques*, Nova Scince 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 roles. Put on asymmetry 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.<sup>4</sup>

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:

- 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 ?

<sup>&</sup>lt;sup>4</sup> 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:

- To describe the implementation of Collaborative Learning in the English learning prosess 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:

- 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.

# CHAPTER II THEORETICAL REVIEW

#### A. REVIEW OF RELATED LITERATURE

#### 1. Motivation

#### **1.1. Definition of Motivation**

One of the most successful language learning experiences we know about took place toward the end of the Second World War when the America military needed to train their personnel in the languages of the countries they would have to administer and or deal with. In short intensive course, the students learnt fantastically fast. Likewise in Britain, Air Force personnel were taken to Cambridge and taught Russian, for example, with enormous success.

Whetever we think of the teaching method used or the reason for the language learning- the teachers and students in these case had a number of things on their side : they were highly motivated, they really wanted to learn and they had powerful reason for doing so-including, of course, a fear of failure.<sup>5</sup>

Motivation is very important in teaching and learning activity. Motivation is a theoretical

<sup>&</sup>lt;sup>5</sup> Mill, CJ. & Durden, W.G, *Collaborative Learning and Ability Grouping: An Issu of choice*, 1992, Gifted Child Quarterly, P. 12.

construct used to explain the initiation, direction, intensity, persistence, and quality of behavior, especially goal-directed behavior.<sup>6</sup>

Motivation is the basic push which moves someone to act. This push is in someone that moves to do something which is appropriate with the push in his or her self. So someone's act that is based on certain motivation contain theme agree with his or her base of motivation. Motivation also can be said as the difference between can and want execute. It is closer on want to execute a duty to reach an aim. It is a power, can be from inside or outside which push someone to reach a certain aim which decided before.<sup>7</sup>

#### **1.2.** Student's Motivation

Student motivation is rooted in students'subjective experiences, especially those connected to their willingness to engage in lessons and learning activities and their reasons for doing so. This book develops the argument that teachers' primary motivational goals and strategies should focus on encouraging students to engage in activities with motivation to learn: That is, with the intention of acquiring the knowledge or

<sup>&</sup>lt;sup>6</sup> Jeremy Harmer, *How to Teach English: An introduction to the practice of English language teaching*, Longman, 2001, p. 8.

<sup>&</sup>lt;sup>7</sup> Hamzah B. Uno, *Teori Motivasi dan Pengukurannya Analisis di Bidang Pendidikan*, Bumi Aksara, Jakarta, 2012, p. 1.

skills that activities are intended to develop.<sup>8</sup> in this case, the role of teacher is very important, how the teacher has done the efforts to increase and to give motivation n order that the students can learn well, it needs a process and good motivation as well.

Learning is a process of activity to change the behaviour of the learner, there are many factors that influence both internal or external factor of the learner.

It is very clear that one problem that is faced by a teacher to prepare out her teaching is how to motivate or increasing the motivation to the learner effectively. The success in one teaching is influenced by motivator.

Motivation is the power of activator that becomes active if need to achieve need is very need or comprehended.<sup>9</sup> Student motivation in the college classroom involves three inter-active components ( adapted from Pintrich, 1994). The first component is the personal and sosiocultural factors that include individual characteristics, such as the attitudes and values students bring to college based on prior personal, family, and cultural experiences. The second component is the classroom environment factors that pertain to intructional

<sup>&</sup>lt;sup>8</sup> Jere Brophy, *Motivating Students to Learn*, Lawrence Erlbaum Associates, Publisher, London, 2004, p. 4.

<sup>&</sup>lt;sup>9</sup> Hamzah B. Uno, *Teori Motivasi dan Pengukurannya, Analisis di Bidang Pendidikan*, Bumi Aksara, Jakarta, 2012, p. 3.

experiences in different course. The third component is internal factors or student's beliefs perceptions. Internal factors are influenced by both personal and sociocultural factors and classroom environmental experiences. Current researh on motivation indicates that internal factors (i.e, students'beliefs and perceptions) are key factors in understanding behavior.<sup>10</sup>

Study is the learning process for students to build idea or understand themselves. So learning activities should have given chance for them to do their learning process easily, fluently and motivated. So that, learning situation that the tacher created should be involved with leaners actively, such as observe, research, ask and asked, explained, look for example and other some kinds of involving form.<sup>11</sup> Where as, Sardiman say that study is a purpose to get knowledge, imprint of consepts and skills, and formation of attitude that are accepted, saved, and act.<sup>12</sup> Turthermore, people will be successful in studiying, when they have longing to study for themself. It is called with motivation. In the motivation inveloped two ways : 1) know what will be have studied, and 2)

<sup>&</sup>lt;sup>10</sup> Myron H. Dembo, *Motivation and Learning Strategies For College Success ; A self Management Approach*, University of southern California, Lawrence Erlbaum Associates, Publisher, London, 2004, p. 53-54.

<sup>&</sup>lt;sup>11</sup> Ismail, Strategi Pembelajaran Agama Islam berbasis PAIKEM, Pembejaran Aktif, Efektif dan menyenangkan, Rasail, Th. 2011, p. 71.

<sup>&</sup>lt;sup>12</sup> Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, Rajawali Press, Jakarta, 2012, p. 26-28.

getting on to why the things proper to study. Based on two these motivation substances as the first good foundation to study. Because without motivation, learning activities will no success appartenly.<sup>13</sup>

It is has been widely known in educational setting that motivation has an important contribution to learner's action in the classroom, which in part also affects their achievement. Ugoroglu and Walberg. <sup>14</sup> as cited by Travers (1982) support this proposition by their finding of 0,34 mean correlation between motivation and achievement. This means that motivation is a salient variable to be observed by teachers when they feel they need to improve their students, achievement.

Many theories have been proposed by psychologists and educators to explain the existence of motivation. According to Brown. <sup>15</sup>, theories of motivation, for the sake of simplicity, can be grouped into two opposing "camps".

In one of this camp is traditional view of motivation that accounts for human behaviour through a behaviouristic

<sup>&</sup>lt;sup>13</sup> Sardiman, *Interaksi dan Motivati Belajar Mengajar*, Rajawali Press, Jakarta, 2012, p. 40.

<sup>&</sup>lt;sup>14</sup> Kyong- Jee Kim, *Changes In Student Motivation During Online Learning*, Jurnal Education Computing Researh, Vol. 44 (1) 1-23, 2011, p. 12.

<sup>&</sup>lt;sup>15</sup> Brown, *Principles of Language Learning and Teaching*, Longman, p. 160-161.

paradigm that stresses the importance of rewards and reinforcement. In the other camp are a number of cognitive psychological viewpoints that explain motivation through deeper, more unobservable phenomena.<sup>16</sup>

Further, Brown <sup>17</sup> describes these two traditions below: a. Behaviouristic Definition

A behaviourist would define motivation as "the anticipation of reinforcement". Reinforcement theory is a powerful concept for the classroom. Learners, like proverbial horse running after the carrot, pursue goals in order to receive externally administered rewards: praise, gold star, grades, certificate, diplomas, scholarships, careers, financial independence, and ultimately, happiness.

b. Cognitive Definition

A number of cognitive psychological viewpoints offer quite a different perspective on motivation. While rewards are very much a part of the whole picture, the different lies of the sources of motivation and in the power of self-reward. Three different theories illustrate this side of motivation.

<sup>&</sup>lt;sup>16</sup> H.D. Brown, *Teaching by Principles: An interaction approach to language paedagogy*, Longman, p. 73.

<sup>&</sup>lt;sup>17</sup> H.D. Brown, *Teaching by Principles: An interaction approach to language paedogogy*, Longman, p. 73-75.

• Drive theory

Those who see human drives as fundamental to human behaviour claim that motivation stems from basic innate drives. David Ausubel (1968) elaborated on six different drives: exploration, manipulation, activity. stimulation, knowledge, and ego enhancement. All of these drives act not so much as reinforcers, as in behaviouristic theory, but as innate predispositions, compelling us, as it were, to probe the unknown, to control our environment, to be physically active, to be receptive to mental, emotional, or physical stimulation, to yearn for answers to question, and to build our own self-esteem. Again it takes little imagination to see how motivation in the classroom is the fulfilment of these underlying drives.

• Hierarchy of needs theory

One of the most widely cited theories of motivation comes from Abraham Maslow (1970) who, in the spirit of drive theory, elaborated further to describe a system of needs within each human being that propel us onward and upward to higher and higher attainment.

According to Maslow, Human Behaviour can be explained by looking individual interest to achieve personal goal that make herself feel satisfied, and valuable. In this case <sup>18</sup> formulates a need theory that consists of five universal needs. This need motivate somebody to act or to do something in order to satisfy her needs. The need which is classified by Maslow are:

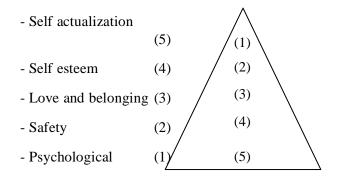
- Psychological needs, it is the basic human need. These consist of the needs that its satisfying are aimed to satisfy biological need, for example; the needs of food, water, sex. Psychological needs must be satisfied firstly before the upper needs.
- 2. Need for safety, it is a need that arose after psychological need has been satisfied. Need for safety can be seen as a normal need, especially for adult, it can be seen from her need to get permanent job, save from work and so on.
- 3. Need for love and belonging, it is a need that motivate the person to build an affective relationship with family or others people.
- 4. Need for self esteem, Maslow divides this needs into two, namely: need for self esteem from herself and need from another person. The first need stands for the need to get competence, believing in herself, personal strong, and freedom. It can motivate the person to finish her work, and she can solve the problem that is faced in her life. In this

<sup>&</sup>lt;sup>18</sup> E. Mulyasa, *Kurikulum Berbasis Kompetensi : Konsep, Karakteristik, dan Implementasi*, Penerbit PT. Remaja Rosdakarya, Bandung, 2003, halaman 112-113.

case the person who does the work needs an esteem from what she has done, but when a need for self esteem can not be satisfied, she will get negative feeling, she will judge herself that she has lower position than another person.

5. Need for self actualization. It is a highest human need in stages of need that is made by Maslow. Self actualization can be satisfied based on the potential on that are possessed by the person who want to satisfy self actualization.

To make clear about the five human needs can be seen in the picture below :



The five basic and universal needs are arranged in stages, the lower needs must be satisfied firstly before the upper ones. Somebody can not jump to satisfy the upper needs before she has satisfied the lower needs, because the human needs never stop her to feel satisfied.

Maslow's theory tell us that even what might be inappropriately viewed as rather ordinary classroom routines may be in fact be important precursors to motivation for higher attainment. For an activity in the classroom to be considered motivating, then, it need not be something outstandingly striking, innovative, and inspirational. Even familiar classroom procedures – taking roll, checking homework, small-talk at he beginning of class, etc. – as they fulfil lower order needs can thus pave the way to meeting higher order needs.

#### • Self-control theory

Certain cognitive psychologist (e.g. Hunt, 1965) centre on the importance of people deciding for themselves what to think or feel or do. We define ourselves by making our own decisions, rather than by simply reacting to others. Motivation is highest when one can make one's own choices, whether they be in short-term or long-term contexts. In the classroom, when learners have opportunities to make their own choices about what to pursue and what not to pursue, they are fulfilling this need for autonomy. When learners get things shoved down their throats, motivating can wane, according to this branch of theory, because those learners have to yield to others' wishes and commands.<sup>19</sup>

The previous lengthy explanation on theories of motivation should become the source of inspiration for elementary school teachers in designing methods of teaching that will enhance students' motivation (if they are not motivated enough) and one that will not debilitate it (if they are already highly- motivated).

# 1.3. Kinds of Motivation

Talking about kinds of motivation, every psychologist gives his own opinion that is different from others. The writer will put some of them as a basic guide that are commonly used. Frandsen in Sardiman also gives kinds of this motive:

- a. Cognitive motives. This motive is show in indicate intrinsic, that is relation with the satisfaction of individual. There is satisfaction of individual intern of human and usually shape into process mental product. This motives is very primary in learning activity in school.
- b. Self-expression. Self-expression is a part of human behaviour. It needed by creativity, full of imagination.
   So, in this case somebody want to show the self-

<sup>&</sup>lt;sup>19</sup> H.D. Brown, *Teaching by Principles : An Interactive Approach to Language Paedagogy*, Second edition, Longman, p. 75.

actualization.

c. Self-enhancement. Through the self actualization and the development of potential will increase the progress of somebody herself. The progress of man or woman is wanted by people. So, competition is very important to students to get achievement.

Winkel <sup>20</sup> states that motivation divides into two,those are :

a. Internal motivation

Internal motivation is motivation that emerge from himself/herself without any compulisions from auotside. For example, a student interests in studying English because of he is very interested in mastering the skills, and able to speak English fluently.

"Bob Sullo said: "We are born with powerful basic need: to connect with others, to gain competence and power, to be autonomous, and to have fun and learn in a safe, secure environment. As we live our lives, we encounter people and engage in behaviors that help us satisfy these needs that drive us incessantly. We put need-satisfying people and behaviors, as well as values and beliefs, into our unique internal world, the source of the all motivation. When students find school and learning to be a need- satifying experience, they will put working hard and learning into their internal world and will be the academically motivated students we would like them to be".<sup>21</sup>

<sup>&</sup>lt;sup>20</sup> Sardiman, *Interaksi dan Motivasi Belajar Mengajar*, Rajawali Perss, Jakarta, 2012, p. 87.

<sup>&</sup>lt;sup>21</sup> Bob Sullo, *The Motivated Student Unlocking the Enthusiasm for Learning*, ASDC, Alexandria, Vergiana, USA, 2009, p. 48.

# b. External motivation

External motivation is a kind of motivation that emerge in studying activity. It is started and continued based on the stimulus which has not relationship with study activity. It means that the students study unmotivate by the eager to be able in the lesson, or the stimulus that emerge aim at to get something. For example, a student studies because of he will get praise and his parents will be glad to him.

From it rises of motivation another psychologist divided it into; intrinsic motivation and extrinsic motivation.

Intrinsic motivation is a motivation that makes someone active in her activities without influenced by the outside influences. This motivation comes from the inside of her/himself. Extrinsic is a motivation that makes someone active in her activities because of the influence from the outside of herself.

Intrinsic motivation is a willing to achieve the goal of her activities without being influenced from the outside of his/herself.<sup>22</sup> for example; the students learn English because they want to get knowledge, value, skill, in order to change her case. Sardiman also said that "intrinsic motivation are inherent in the learning situation and meet pupil needs and purposes".

<sup>&</sup>lt;sup>22</sup> Hamzah, *Teori Motivasi dan Pengaruhnya; Analisis di Bidang Pendidikan*, Bumi Aksara, 2012, p. 4.

It would seem to be the case that intrinsic motivation plays by fair the larger part in most students' success or failure as a language learner. Many students bring no extrinsic motivation at all to the classroom. What happens in the classroom will be a vital importance in determining their attitude to the language, and in supplies motivation, which we have suggested is a vital component is successful language learning, as we have also suggested above, what happens in the classroom will have an important effect on students who are already in some way extrinsically motivated, factors that influence intrinsic motivation are:

## a. Physical condition

It is clearly the case that physical condition have a great effect in teaching and learning process and can alter students' motivation either positively or negatively. Classroom that are badly lit and overcrowded can be excessively de-motivating. So, the atmosphere in which a language is learnt is vitally important.

# b. Method

The method by which students are thought must have some effect on their motivation. If they find it deadly boring they will probably become de- motivated, whereas if they have confidence in the method, they will find it motivating.

## c. The teacher

In this case, the teacher must show up her teaching

as well as possible, in order to students interested in her English teaching.

# d. Success

Success or luck of it plays a vital in the motivational drive of students. Both complete failure and success maybe de-motivating. It will be the teachers job to set goals and task at which most of her or his students can be successful or rather task to be able to achieve.

As explanation above, extrinsic motivation is a motivation that make someone active in her activities because of the influences from the outside or herself, it has been suggested that there two main types of the goal:

- Instrumental motivation is related to the desire of the students to master English as an instrumental purposes, such as; to get a job, to pass the exam, to understand the western film, and so on.
- Integrative motivation is attached by the culture to the target language community, and in the strong form of the integrative motivation wishes to integrate herself into that culture. A weaker form of such motivation would be the students' desire to know as much as possible about the culture of the target language community.

# 1.4. The Way to Motivate the Students in Learning English

After knowing the kinds of motivation, in learning and teaching process, the role of motivation, both of intrinsic and extrinsic are needed. The motivation for students can develop some activities in their study.

Motivation and study are two things that influence each other. Study is change of behavior permanent relatively, and potentially happens as the result of reinforced practice which is based on aim to reach the particular aim.

In order to know human motivations are needed an appreciation of the basic desires. Actually it exists in all normal human beings. As an aid to the process of development from birth onward, a human being" s behavior is influenced by a host of potential desires and cravings that operate as the driving forces of his life activities. The total of satisfaction or annoyance that he experiences in many situations is established by the level to which his pushes and interests are gratified or thwarted. Motivations, arising out of natural urge or gotten interests, are dynamic forces that affect behavior, thoughts, and emotions.

Motivation to study can emerge because of intrinsic factor, that is ambition and longing to be successful and

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the push of requirement to study, hope of an ambition, whereas extrinsic factor is the existence appreciation, the conducive environment of study, and the interesting activity of study. But must be remembered, both of factors are caused by a particular stimulation, so someone want to do the studying activity which is energetic and enthusiasm.<sup>23</sup>

In this case, it need to know how to motivate the students in learning English. There are some forms and the ways to build the students' motivation in learning activities in their school:

1. Giving score

Score, in this case, as a symbol from the value of learning activities. Many students study hard to get a good score. A good score for students are strong motivation.

2. Competition

Competition can be used as an instrument to motivate the students are studying hard. Competition both of individual or group, it can increase students achievement in learning English.

3. Giving test

Students will study hard, if they know tomorrow there will

<sup>&</sup>lt;sup>23</sup> Hamzah B. Uno, *Teori Motivasi dan Pengukurannya; Analisis di Bidang Pendidikan*, Bumi Aksara, 2012, p. 23.

be a test. Giving a test includes of good motivation. But the teacher must remember, not to be often giving a test (everyday) because, they will be bored. In this case the teacher must be opened. It means if a teacher wants to give a test, they should give an information to the students first.

4. Reward

Reward, can be divided into two, those are:

a. Giving a praise

When there is a student who succeeds and finishes his/her work well, it necessary to give a praise. Giving praise is a form of positive reinforcement.

b. Punishment

Punishment is a negative reinforcement; it can be as instrument to motivate the students if the teacher gives it in good situation.

## 2. Collaborative Learning

# 2.1. Definition of Collaborative Learning

The traditional model of teaching has been the accepted method for centuries, but it is beginning to lose ground. A philosophical change about how children learn best is beginning to emerge in the schools. As the literature illustrates, educators are beginning to realize the full value of Collaborative Learning techniques, and such strategies are becoming more popular in today's

schools. Despite the fact that research exists against the use of Collaborative groups, the research supporting the use of this method is far more substantial.

Collaborative learning (CL) is а personal philosophy, not just a classroom technique. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and There is a sharing of authority and contributions. acceptance of responsibility among group members for the groups actions.<sup>24</sup>

If a teacher teaches students in the classroom than he makes them in groups to solve the problem or gives instruction to doing something together. This strategy called collaborative method.<sup>25</sup>

Collaborative learning assumes that knowledge is socially, rather than individually, constructed by communities of individuals and that the shaping and testing of ideas is a process in which anyone can participate. Furthermore, it stresses the importance of common

<sup>&</sup>lt;sup>24</sup> Panitz T., *Collaborative Versus Cooperative Learning : A Comparison of The two Concepts Which Will Help us Understanding the underlying Nature of Interactive Learning*, U.S Departement of Education, ERIC., p. 3.

<sup>&</sup>lt;sup>25</sup> Ismail, Strategi Pembelajaran Agama Islam berbasis PAIKEM, Pembejaran Aktif, Efektif dan menyenangkan, Rasail, Th. 2011, p. 22.

inquiry in learning, a process through which learners begin to experience knowledge as something that is created rather than something that is transmitted from the facilitator or teacher to the learner.

Collaborative classrooms seem to have four general characteristics. The first two capture changing relationships between teachers and students. The third characterizes teachers' new approaches to instruction. The fourth addresses the composition of a collaborative classroom.

- a. Shared knowledge among teachers and students
- b. Shared authority among teachers and students
- c. Teachers as mediators
- d. Heterogeneous groupings of students

Collaborative learning has been present in the educational discussion for more than two decades. It has grown as an important learning model and as a set of instructional strategies. Research results have been mostly positive regarding the use of collaborative strategies inside the classroom. The belief is that students benefit academically and socially when working together to achieve a common goal. Some leaders in collaborative learning research like Johnson and Johnson (1982, 1990), Johnson, Johnson, and Holubec (1994a, 199b); Slavin (1990, 1995) and Sharan (1990, 1994) have made important contributions

in this area; for example, the concept of positive interdepence, which stresses the synergy that is developed due to the interactions among the participants by having learning outcomes beneficial to both the individual and the other group member. Johnson and Johnson (1994a) have identified three theorical perspectives on collaborative learning research :

- a. Social Interdependence Theory, wich sees the group as a system where the social structure affects the individuals' interaction.
- b. Cognitive Development Theory, mostly related to the works of Piaget and his work in genetic epistemology.
  Piaget assumed that the process of cognition is an interaction between heredity and environment (Driscoll, 2000), and that individuals, when interacting, encounter cognitive conflicts that have to be solved, this being the intrinsic motivation to exchange information; and
- c. Behavioral Learning Theory, wich basically stresses the importance of extrinsic group reinforce and rewards on learning and the analysis of conduct between group members.<sup>26</sup>

Much of the literature emphasizes tha groups should be heterogenous when possible (Cooper, 1990;

<sup>&</sup>lt;sup>26</sup> Tim S. Roberts, *Computer-Supported Collaborative Learning In Higher education*, Idea Group Publishing, 2005, p. 262.

Johnson, et al., 1998; Nurrenbern, 1995; Slavin, 1995). The rationalization for this is to create a more diverse environment of backgrounds, ideas, ethnicity, and gender. Though this appears to be reasonable on the surface and a generally accepted practice, some research is beginning to contradict it (Felder, et al., 1995; Rosser, 1997; Sandler 1996)

This research suggests that isolating students of color from other students of color, or women from other women can in fact be detrimental to the academic success of these individuals because they can become isolated, marginalized, or placed in stereotypical roles and not permitted to flourish. They caution that even though small " collaborative " learning groups are formed, basic issues of power and dominance within these groups may still exist. <sup>27</sup>

## 2.2. The Characteristic of Collaborative Classroom.

Collaborative classrooms seem to have four general characteristics. The first two capture changing relationships between teachers and students. The third characterizes teachers' new approaches to instruction. The fourth addresses the composition of a collaborative classroom.

<sup>&</sup>lt;sup>27</sup> More Information: *Homogeneous or Heterogeneous* ?, http://www.wcer.wisc.edu/erchive/cll/CL/moreinfo/MI3I.htm

a. Shared knowledge among teachers and students

In traditional classrooms, the dominant metaphor for teaching is the teacher as information giver; knowledge flows only one way from teacher to student. In contrast, the metaphor for collaborative classrooms is shared knowledge. The teacher has vital knowledge about content, skills, and instruction, and still provides that information to students. However, collaborative teachers also value and build upon the knowledge, personal experiences, language, strategies, and culture that students bring to the learning situation.

Consider a lesson on insect-eating plants, for example. Few students, and perhaps few teachers, are likely to have direct knowledge about such plants. Thus, when those students who do have relevant experiences are given an opportunity to share them, the whole class is enriched. Moreover, when students see that their experiences and knowledge are valued, they are motivated to listen and learn in new ways, and they are more likely to make important connections between their own learning and "school" learning. They become empowered. This phenomenon same occurs when the knowledge parents and other community members have is valued and used within the school.

Additionally, complex thinking about difficult problems, such as world hunger, begs for multiple

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ideas about causes, implications, and potential solutions. In fact, nearly all of the new curricular goals are of this nature-for example, mathematical problem-solving--as are new requirements to teach topics such as AIDS. They require multiple ways to represent and solve problems and many perspectives on issues.

b. Shared authority among teachers and students

In collaborative classrooms, teachers share authority with students in very specific ways. In most traditional classrooms, the teacher is largely, if not exclusively, responsible for setting goals, designing learning tasks, and assessing what is learned.

Collaborative teachers differ in that they invite students to set specific goals within the framework of what is being taught, provide options for activities and assignments that capture different student interests and goals, and encourage students to assess what they learn. Collaborative teachers encourage students' use of their knowledge, that own ensure students share their knowledge and their learning strategies, treat each other respectfully, and focus on high levels of understanding. They help students listen to diverse opinions, support knowledge claims with evidence, engage in critical and creative thinking, and participate in open and meaningful dialogue.

Suppose, for example, the students have just read a chapter on colonial America and are required to prepare a product on the topic. While a more traditional teacher might ask all students to write a ten-page essay, the collaborative teacher might ask students to define the product themselves.

Some could plan a video tape; some could dramatize events in colonial America; others could investigate original sources that support or do not support the textbook chapter and draw comparisons among them; and some could write a ten-page paper. The point here is twofold: (1) students have opportunities to ask and investigate questions of personal interest, and (2) they have a voice in the decision-making process. These opportunities are essential for both self-regulated learning and motivation.

c. Teachers as mediators

As knowledge and authority are shared among teachers and students, the role of the teacher increasingly emphasizes mediated learning. Successful mediation helps students connect new information to their experiences and to learning in other areas, helps students figure out what to do when they are stumped, and helps them learn how to learn. Above all, the teacher as mediator adjusts the level of information and support so as to maximize the ability to take responsibility for learning. This characteristic of collaborative classrooms is so important, we devote a whole section to it below.

d. Heterogeneous groupings of students

The perspectives, experiences, and backgrounds of all students are important for enriching learning in the classroom. As learning beyond the classroom increasingly requires understanding diverse perspectives, it is essential to provide students opportunities to do this in multiple contexts in schools. In collaborative classrooms where students are engaged in a thinking curriculum, everyone learns from everyone else, and no student is deprived of this opportunity for making contributions and appreciating the contributions of others.

Thus, a critical characteristic of collaborative classrooms is that students are not segregated according to supposed ability, achievement, interests, or any other characteristic. Segregation seriously weakens collaboration and impoverishes the classroom by depriving all students of opportunities to learn from and with each other. Students we might label unsuccessful in a traditional classroom learn from "brighter" students, but, more importantly, the socalled brighter students have just as much to learn from their more average peers. Teachers beginning to teach collaboratively often express delight when they observe the

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insights revealed by their supposedly weaker students.

Thus, shared knowledge and authority, mediated learning, and heterogeneous groups of students are essential characteristics of collaborative classrooms. These characteristics, which are elaborated below, necessitate new roles for teachers and students that lead to interactions different from those in more traditional classrooms.

# 2.3. Motivational Aspects of Collaborative Learning

Studies of collaborative learning have shown that it is an approach to learning that has motivational benefits over traditional instruction, which promotes individualism and competition. Collaborative group work serves as a motivational factor in classroom activity. This is true for several reasons, according to Hertz-Lazarowitz, Kirkus, & Mller (1992) in their work, "Implications of Current Research on Collaborative Interaction for Classroom Application".<sup>28</sup> These reasons that Collaborative Grouping strategies are instigators of motivation in the classroom include:

a. Increased attention due to dramatic shifts from standard classroom procedures normally operational during the

<sup>&</sup>lt;sup>28</sup> Hertz-Lazarowitz, R., Kirkus, V.B., & Niller, N. 1992. *Implications of Current Research on Collaborative Interaction for Classroom Application*. New York: Cambridge University Press, p. 256.

majority of the school day,

- b. Increased intrinsic motivation to learn due to self determination as opposed to extrinsic motivation that may rest on the need to complete a project to get a good grade, and
- c. Mastery goals oriented toward learning (as opposed to performance goals oriented toward positive selfpresentation or performance evaluation)due to changes in classroom norms and structures.

Students who work in collaborative groups demonstrate more positive attitudes and behaviors. These attitudes are positively correlated with a pleasant regard for school and increased intrinsic motivation (Hauserman, 1992: 186).<sup>29</sup>

# 2.3. Criticisms of Collaborative Learning Strategies

A common criticism of Collaborative Learning is that it has no benefit for high-ability or gifted students. In their 1992 article, C.J. Mills and W.G. Durden present this viewpoint and go on to say that in addition to there being no benefits for students, "students in the lower tracks lose academic ground, self-esteem, and ambition" Other criticisms of Collaborative

<sup>&</sup>lt;sup>29</sup> Hauserman, C. 1992. *Seeking an effective collaborative learning strategy*. Contemporary Education, p. 186.

Learning include off-task behavior and tendency toward disagreement among members of Collaborative Groups concerning the roles of each member. Research indicates that students "tend to have poor engagement levels in small group learning activities unless the teacher is actively involved in the session" (Cangelosi, 1993).<sup>30</sup> Since the teacher cannot be present in all the groups at once, the groups fail to stay on task due to a lack of guidance from the teacher.

Critics of collaborative learning maintain that this grouping widens the gap between high and low ability students. If highly-able students are allowed to move ahead in their learning, the gap between them and the others in the class will widen to the point where heterogeneously grouped collaborative learning situations will no longer be educationally beneficial for any of the students involved. Students who are several grade levels apart in their learning of a subject are rarely able to contribute equally or feel engaged in a group endeavor Mills & Durden 1992.<sup>31</sup> Collaborative learning, Mills and Durden contend, widens the gap between high and low ability students.

<sup>&</sup>lt;sup>30</sup> Cangelosi, James S. 1993. *Classroom management strategies: Gaining and maintaining students' cooperation*. White Plains, NY: Longman, p. 163.

<sup>&</sup>lt;sup>31</sup> .Mills, C. J. & Durden, W. G. 1992. *Collaborative learning and ability grouping: An issue of choice*. Gifted Child Quarterly, p. 12.

## **B. PREVIOUS RESEARCH**

There are four previous researches which are related to this study. It is the research with the title *Improving the Students' Motivation to Speak by Using Storytelling with Sentence Card Game in Teaching Speaking* was done by Umi Hani al Habsyi. NIM 3104269, Tarbiyah Faculty from Walisongo State Institute for Islamic Studies Semarang. This action research was done with X1 IPS 2 students of MAN Pemalang in the academic teaching of 2008/2009 and it got good result.

It can be seen from the increasing of three steps that was done. The result of cycle one where is pre cycle students<sup>\*</sup> activities in speaking was only 25 % (very low), students were very seldom to speak in English, however, it had increased up to 45 % become 70% (good) in cycle one. Here, students were more actively speaking in English through engaging themselves in the game. Moreover, it had increased in cycle two up to 95 % (very good) or 25 % increased. Students were enthusiastically speaking in English and joining the activity happily.

This result motivates me to do the research with the same variables in order to know the comparison two classes especially in speaking. The differences between this research and my research will be in research method, she did the research in action research, but the writer will do my research in comparative method in quantitative design. Another previous research which is related to this study is the research with the title *The Influence of Classroom Management toward Students' motivation in Learning English was done by Maswah.* NIM 3105419,

Tarbiyah Faculty, from Walisongo State Institute for Islamic Studies Semarang. This case research was done with the Second Grade of MAN 1 Semarang in the academic year of 2010/2011 and it got good result.

By using quantitative approach in presenting the result, this research shows that:

- 1. Classroom management is implemented by English teacher at MAN 1 Semarang is in high category (94, 29%)
- Students<sup>"</sup> motivation in learning English in the second grade students of language class in MAN 01 Semarang is in high category (72, 86%)
- Based on result of this research, classroom management has positive influence toward students" motivating in learning English, it shows by coefficient correlation.

The differences between this second research and the writer<sup>"</sup> research will be in research method, she did the research in case research, but the writer will do my research in comparative method in quantitative design.

Besides the differences, of course there is the similarity with the writer s final project. There is the same

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variable researched here. It is together uses motivation term in the final project.

The thirst reseach was done by A. Miftakhus Surur. NIM 083411002 with the title (*A Comparative Study between Natural Science Program and Social Science Program of XI Grade Students at MAN Bawu Jepara in Academic Year 2011/2012*). Tarbiyah Faculty from Walisongo State Institute for Islamic Studies Semarang. This action research was done with XI IPS students of MAN Bawu Jepara in the academic teaching of 2011/2012 and it got good result.

The researcher is interested in investigating and comparing the students' motivation in learning speaking between natural science and social science program XI Grade Student at MAN Bawu Jepara. The background of the study is the phenomenon happens that natural science program is better than social science program in achievement and on this project the researcher focuses on English speaking skill. The study is aimed at responding the following questions: How is the motivation of students in natural science, Social Science Program and What are similarities and differences found in the two groups above regarding to their motivations in improving their English speaking skill at MAN Bawu Jepara? This study was conducted with XI grade students MAN Bawu Jepara in academic year of 20011/2012.

The study shows that :(1) After analysis and collecting the data, the researcher found that the natural science program students have score 1563. It is same with = 83, 46% If the researcher categorizes the result, it is in high motivation. In other hand, the natural science program students have speaking motivation in great scale. So natural science program's motivation in learning speaking is better than social science program. (2) After doing analysis, it showed that they have score 1357. If the researcher changes to the percentage, it can be interpreted to be 73, 11 %. In categorizing that result, it is in quite motivation as. So they don't have motivation problem in great scale. Therefore social science program's motivation is not better than natural science program. (3) The last, the score differences between them is significant and can be categorized as not identical. Based on the calculation above, it can be concluded that test is bigger than t table, so the criteria is 3.15 > 2.048. Therefore Ha accepted, and null hypothesis is unacceptable. So, the conclusion is: students' motivation in learning speaking between Natural Science Program and Social Science Program is not identical.

And the fourth research was done by Zakaria. NIM 104014000315 with the title : *Improving Students'Reading Skill Through Collaborative Learning Approach (A Pre Experimental Study at the Eigth Grade of SMP Islam Nur Insan Tangerang)* The Faculty of Tarbiyah and Teachers' Training, 'Syarif Hidayatullah' State Islamic University, Jakarta. This action research, the writer used pre-experimental method by using " one-group pretest and posttest design where the students would be given a pretest before starting the treatment at the eighth grade of SMP Islam Nur Insan Tangerang. At the end of treatment, the writer gave the students a test, which is called posttest. Towards the ends, the score of pretest and posttest would compare in order to find the answer for the research question.

The findings (results) of the study are expected to provide useful information about collaborative learning approach in improving students' reading skill at the eighth grade of SMP Islam Nur Insan-Tangerang. It is expected that these findings can contribute to three groups of people, they are : School Principal, the teachers and further researcher. As the decision maker, the school principle has the outhority to improve the teacher quality in teaching and learning activities. Furthermore, the teachers are suggested to use varied strategies in their teaching and learning activities. In the case, the teachers can use collaborative learning to improve the students' reading skillin their classroom. Finally, these findings of the study will deliver useful information or it can be used as basic information and reference for further researchers who are interested in conducting similar studies

From the previous research that the writer has described, it can be said that improving students' motivation is very important as learning strategies in learning English. So that, the writer will try to make "Improving Students' Motivation Though Collaborative Learning Strategies (An action research at the MTs. NU 24 Darul'ulum Patebon Patebon Kendal, Sentral Java ) as title of this skripsi.

# CHAPTER III RESEARCH INVESTIGATION A. RESEARCH APPROACH

This research is using an action research as methodology. Action research provides teachers with an opportunity to apply the findings of research to their own situations and to adapt theory to practice. It also involves teachers as participants in their own educational process, and helps them to develop a critical and reflective eye for their own instructional practices along with those of their peers.

# **B.** THE SUBJECT OF THE RESEARCH

The population that the writer select is the third year students of MTs NU 24 Darul'ulum Patebon, Kendal, in the academic year 2015/2016. There are 103 students contsis of female 5 l students and male 5 2 students. They are grouped into three classes, they are IX A has 34 students, consisting of 16 boys and 18 girls, IX B has 34 students consisting of 18 boys and 16 girls, and IX C has 34 students, consisting of 17 boys and 14 girls. As the author pointed out before, the author chose a grade IX C as sample of object, because the risult of acquisition value of the English language is worsest compared with IX A and IX B. And the following table shows the distribution of the population.

Class	Boys (B)	Girls (G)	Total of students
IX A	16	18	34
IX B	18	16	34
IX C	17	17	34

From that population the writer take the IX C as a sample of this study because of the reason before. See Appendix 1

# C. TIME AND SETTING

This research was conducted on the first semester in the academic year of 2015/2016 for about 3 months began from July up to September 2015. It was conducted in MTs NU 24 darul ulum Kendal, which was located on Jl. Laut Ds. Pidodokulon, Patebon Kendal.

## D. RESEARCH DESIGN

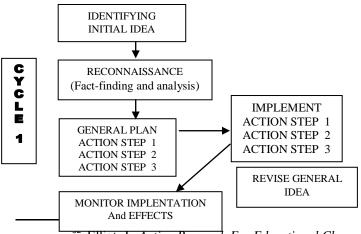
Action research used in this study refers to the efforts to obtain the empirical data from the classroom investigation which seeks to improve the students motivation through collaborative learning. In doing so, the research design use the model developed by John Elliot Classroom Action research Design. His design consists of three cycles, which in each cycle has three actions. Those are action 1, 2, and 3. It can allow those who use it to assume that:

"The general idea' should be allowed to shift. 'Reconnaissance' should involve analysis as well as factfinding and should constantly recur in the spiral of activities, rather than occur only at the beginning. 'Implementation' of an action-step is not always easy and one should not proceed to evaluate the effects of an action until one has monitored the extent to which it has been implemented".<sup>32</sup>

It means that if a cycle has been implemented, there should be a reflection process and re-planning process. And then the replanning result should be done in a new cycle format. One cycle is followed by other cycles and henceforth until there maybe changes as goals, which planned.

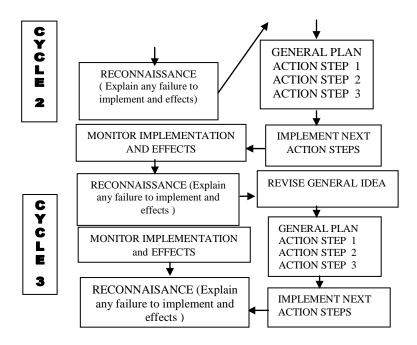
Visually, we can see the John Elliot Action Research model as follow:





Elliot, J., Action Research For Educational Change, Upen Univercity Press, Milton Keynes Philadelphia, 1991, p. 70.

<sup>33</sup> Taken from John Elliott, *Action research For Educational Change*, Open University Press, Milton Keynes Philadelphia, 1991, page 71.



## E. THE CLASSROOM ACTION RESEARCH PROCEDURE

In the effort to improve the quality of action in classroom action research, we usually use collaboration within a mutually acceptable frame work, although according to Kemmis (1983) action research can be undertaken by individually or in cooperation with outsiders.

As quoted by Richad Sagor below:

"The collaborative action research process outlined in this book is proven way to foster the very norms that Little and Saphier and King found to be caracteristic of affective schools, and that I have shown to be characteristic of the most professional occupation. In essence, collaborative action research is a process that enables teachers to improve the teaching-learning while also contributing to the development of their own profession".<sup>34</sup>

Here is a description of the activities involved in the cycle of action-research cycle conveyed Elliott above. They are similar in many respects to those contained in the Deakin Univeysity Action Research Planner (see Kemmis et al. 1981).

The writer, the English teacher and collaborator teacher make a collaboration work since preparation phase, reconnaissance, constructing the general plan, implementing the text action steps phase. They did the effort to improve Students' English Achievement through the way and procedures on these phase or steps bellow:

# 1. Identifying and clarifying the general idea

The 'general idea' is essentially a statement which links an idea to action. Kemmis and others (1981) provide the following examples:

- Students are dissatisfied with the methods by which hey are assessed. How can we collaborate to improve student assessment?
- Students seem to waste a lot of time in class. How can I increase the time students spend 'on task'?
- Parents are fairly keen to help the school with the supervision of students' homework. How can we make their help more

<sup>&</sup>lt;sup>34</sup> Richad Sagor, *How to Conduct Collaborative Action Research*, ASDC Alexandria, Virgiana USA, 1993, p. 6.

productive? 35

In other words the 'general idea' refers to a state of affairs or situation one wishes to change or improve on.

Kemmis and his co-workers warn one to avoid 'issues which you can do nothing about'. They argue that 'Questions like the relationship between socio-economic status and achievement, between ability and a tendency to ask questions in class, may be *interesting* but they have tenuous links with action.' I don't accept this advice entirely. There are certainly ideas which cannot easily be linked with one's actions and should be avoided, even though one may find them theoretically interesting.

However, there are states of affairs which one can link with actions but remain unsure about the extent to which something can be done about them. For example, if pupils are dissatisfied with the way they are assessed this obviously affects a teacher's capacity to help them learn. But he or she may feel that the mode of assessment which prevails is something little can be done about. Nevertheless it is worth the teachers suspending judgement for a time in order to explore whether there is some action he or she could take which would ameliorate the worst effects of the system he or she is constrained to operate with.

<sup>&</sup>lt;sup>35</sup> John Elliott, *Action Research For Educational Change*, Open University Press Milton Keynes Philadelphia, 2001, p.72

The important criteria for selecting a 'general idea' are whether the situation

it refers to (a) impinges on one's field of action and (b) is something one would like to change or improve on. The extent to which one is able to change or improve on it is a question which action research should address, rather than assume an answer to.

Another thing to take into account in selecting a general idea as a focus is that one may have misunderstood the nature of the problem, or what needs to be improved. Thus pupils' dissatisfaction with the way they are assessed may merely be a symptom of a much deeper problem, which may 'come to light' during the course of action research. In this case a teacher would want to undertake subsequent actions which tackle that deeper problem rather than merely treat the symptom. The original general idea may need to be constantly revised during the process of action research. This is why I have allowed for this possibility in every cycle of the spiral, rather than 'fixing' the focus for the research at its beginning.

#### 2. Reconnaissance

This activity can be sub-divided into:

(a) Describing the facts of the situation

One needs to describe as fully as possible the nature of the situation one wants changed or improved on. For example,

if the problem is 'pupils wasting time in class' one will want to know things like:

- Which pupils are wasting time?
- What are they doing when they are wasting time?
- Are they wasting time doing similar or different things?
- What should they be doing when they are wasting time?
- What are they doing when they are not wasting time?
- Is there a particular point in the lesson, or time of day, or set of topics, where pupils waste time the most?
- What are the different forms in which 'wasting time' manifests itself?<sup>36</sup>

All these facts help to clarify the nature of the problem. The collection of this information can provide a basis for classifying the relevant facts, e.g. generating categories for classifying the different kinds of time-wasting which go on.

It can also lead to some fairly radical changes in one's understanding of the original idea. E.g., one may decide in the light of this exercise that many of the things one thought to be time wasting are not, and that many of the things one thought not to be now appear to be 'time wasting'.

(b) Explaining thefacts of the situation

Having collected and described the relevant facts one

<sup>&</sup>lt;sup>36</sup> John Elliott, *Action Research For Educational Change*, Open University Press Milton Keynes Philadelphia, 2001, p.73

needs to explain them. How do they arise? What are the relevant contingencies, or critical factors, which have a bearing on the state of affairs described?

In asking these questions one moves from a *description* of the facts to a *critical analysis* of the context in which they arise. This involves:

- (i) 'Brainstorming'-generating explanatory hypotheses.
- (ii) Hypothesis testing.

During this period, the procedures selected for collecting data are developed and put into action. These might not be the only data gathering events, but this period begins the process of going more deeply into the issue being researched.<sup>37</sup>

# 3. General Plan

The general plan of action should contain:

- A revised statement of the general idea, which by now is likely to have changed, or at least been clarified further.
- 2) A statement of the factors one is going to change or modify in order to improve the situation, and the actions one will undertake in this direction, e.g. 'I will modify the way 1 introduce factual information to pupils by clearly explaining what they are to do with it.'

<sup>&</sup>lt;sup>37</sup> John Elliott, *Action Research For Educational Change*, Open University Press Milton Keynes Philadelphia, 2001, p.73

Although Lewin's model suggests one action step per cycle should be taken, my own experience tells me that it is often necessary to undertake a cluster of steps every cycle.

3) A statement of negotiations one has had, or will have to conduct with others before undertaking the proposed course of action. A teacher may need to negotiate some of the actions he or she proposes with colleagues, or a superior, whose capacity to do their job properly could be influenced by the effects of the proposed changes, or perhaps they will 'carry the can for them', or even intervene unconstructively if not consulted. For example, a proposed change of syllabus might need to be negotiated with the relevant head of department, departmental colleagues, the head- teacher, or even pupils and their parents.

As a general principle the initial action steps proposed should lie within areas where the action researchers have the maximum freedom of decision. Later, if it becomes clear that the only solution to the situation lies in negotiated action', then the planning should involve the relevant people.

However, it is worth noting on the initial general plan what negotiations will have to occur later if certain actions are to be undertaken.

- A statement of the resources one will need in order to undertake the proposed courses of action, e.g. materials, rooms, equipment, etc.
- 5) A statement of the ethical framework which will govern access to

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and release of information.

One must ask the question: can the information 1 gather about other people's activities and views be misused by me and those 1 disseminate it to (and whom could such misuse harm?)? If the answer is 'yes', then one should try to give people a measure of control over one's access to their activities and views, and over the extent to which the information one gathers should be released to others. The key concepts here are *confidentiality, negotiation* and *control.* One should pledge to keep the information confidential to the person concerned until one knows whether one wants to release it. One should then pledge to negotiate release with that person, with the proviso change that, if disagreement over the 'release question' persists, they have the final say.

It may not be only those immediately involved in the field of action who should have a say in these matters. Others only indirectly involved may nevertheless be harmed by the misuse of information. For example, a headteacher may have to reap some of the consequences of information released about classroom practices in his or her school. One may therefore need to state clearly what his or her rights over the release of information about the school are.

The general plan therefore should include a description of an ethical framework which has been discussed and agreed with the relevant persons.

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#### 4. Developing the next actions steps

Here one decides exactly which of the courses of action outlined in the general plan one is going to implement next, and how both the process of implementa- tion and its effects are going to be monitored. It is important to remember the following:

- (a) One needs to use monitoring techniques which provide evidence of how well the course of action is being implemented.
- (b) One needs to use techniques which provide evidence of *unintended* as well as intended effects.
- (c) One needs to use a range of techniques which will enable one to look at what is going on from a variety of angles or points of view.

## 5. Implementing the next action steps

It may take some time to succeed at implementing a course of action. It usually implies changes in all the participants' behaviour. For example, a teacher cannot change his or her role (or some aspect of it) without corresponding changes being made in pupils' roles in the classroom. And this may take time if the proposed actions involve a fairly radical shift of teaching role. The length of time necessary to secure implementation may depend on the frequency of contact the teacher has with the group of pupils involved. Or it may depend on the extent to which he or she is able to analyse the cause of the implementation problem. In other words, he or she may have to shift away from simply monitoring the extent to which the action is implemented and undertake some reconnaissance into the underlying causes of the difficulties experienced. As a result the general idea of what the problem is, and what needs to be done about it, may have to be modified or changed.

Even if the action step is implemented with relative ease, it may create troublesome side-effects which require a shift into reconnaissance in order to understand how these arise. And this in turn may require some modifications and changes to the general idea and the general plan of action.

As the action researcher shifts from simply monitoring the implementation and effects of an action step into a period of reconnaissance, he or she may need to select a wider range of monitoring techniques from the battery outlined later in this chapter. Multi-techniques will help to secure a more penetrating grasp of the situation. This is an important time for producing analytic memos, and also for rethinking the timetable. When the need for an amended plan of action begins to emerge from the reconnaissance undertaken, the writing of a case-study report can help to generate ideas about future possibilities for action at the next cycle.

## F. TECHNIQUE OF DATA COLLECTING.

Technique for collecting data aims to support the success of

the research. It helps the research is getting the data and the information about the process of increasing the students' English achievement by using communicative approach more easily. The data were collected through:

1. Pre Test and Post Test

The writer used Pretest and Posttest to quantify the knowledge attained in the class IX C with diverse learning styles and educational backgrounds. More specifically, the tests indicate how the students are learning in the class. The data will target students requiring extra help and will identify teaching and learning methods that need to be changed or developed.

Pretest used to measure a starting point or the amount of pre-existing knowledge they studied before, to compare English ability between IX A, B and C, with starting point of a posttest and to indicate to the student the learning in their level.

Posttest used to measure the learning as a result of the course experience and to target any instructional needs to improve the learning. See Appendix 2.

2. Questionnaire

A questionnaire is a number of writer questions which are used to gain information from respondents about their knowledge, beliefs etc.<sup>38</sup> The questionnaire is used to measure the students and the English teacher the problems in English teaching learning process and to know their motivation of it. In this case the writer used the close and open questionnaire. We can see the questionnaire in Appendix 3.

3. Observation

Observation was used in this research to observe the process by direct observation. The writer and the collaborators used observations because they want to know how the third year students of MTs. NU 24 Darul'ulum Patebon Kendal activities in the classroom.

There are two kinds of observation those are participant and non participant observation.<sup>39</sup>, When the writer takes part in the writer society, it is called participant observation. For second is non- participant observation. When the writer doesn't take part in the writer society. On this occasion, the writer takes participant observation because he takes part in the society.

On the observation the writer provided the observation list as the instrument for collecting the data. There are two

<sup>&</sup>lt;sup>38</sup> Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, Rineka Cipta, Jakarta, 2012, p. 194.

<sup>&</sup>lt;sup>39</sup> Moleong, *Metodologi Penelitian Kualitatif*, Rosda Karya, Bandung, 2007, p.176.

kinds of observation list or checklist. Those are provided for observing the students' activities and the teacher activities during the English teaching learning process.

And in this research, writer has hypothesis there are significant improvements, if the motivation of the students in this study had reached 85 percents.

The indicator of observing students' activeness in collaborative learning activity in group :

(a) Students actively involved in discussion.

(b) Students cooperative in a group.

- (c) Students respect for the other in a group
- (d) Students help their friends in their group.
- (e) Indivdual responsibility.
- (f) Listening to the other in a group.
- (g) Managing .a group / group management.
- (h) Solving the problem together.

Each item or indicator was scored by the following criteria:

(a) 1: very low = 20%-36%. Students are scored 1 or very low: most of students are passive or do not give attention to the materials or the teacher explanation, or they do not following well the activity in the classroom, they always disconnect, and they always make a noise, and the class is not conducive.

(b) 2: low = 37%-52%. Students are scored 2 or low: most of

students are still passive or do not give attention, they can not follow the activity well. But, there are few students can join the activity in the classroom, fro example: students who pay attention to the materials are giving answer to teacher's question, although incorrect. However, they sometimes can't respond well what the teacher's command.

(c) 3: enough = 53%-68%. Students are scored 3 or enough: a part of students in the class give attention to the materials or the teacher's explanation; they can respond well what the teacher's command. And a few of them can answer teacher's questions correctly. They can even give comment or express their ideas appropriately.

(d) 4: good = 69%-84%. Students are scored 4 or good: most of students give attention to the materials or the teacher's explanation; they follow the classroom activity enthusiastically. Most of them can respond well what the teacher's command and can answer teacher's questions correctly.

(e) 5: very good = 85%-100% students are scored 5 or very good: almost all of students join the activity more enthusiastically, or even they can find their own learning style to help them developing their capability. They can respond well what the teacher's command and can answer teacher's question correctly. Moreover, they can even give comment or express their ideas and try to correct other

students' statements. We can see the observation list in Appendix 4.

4. Interview

"Interviews are a popular and widely used means of collecting qualitative data. If they are incorporated into the lesson, whenever possible, as an aspect of the classroom, they can double as a classroom task and as a way of investgating and collecting data on areas one wishes to explore. Interviews can be conducted through a variety of participant combinations: teacher to teacher(s); teacher to leaner(s); leaner to leaner(s); researcher to teacher(s); teacher to researcher(s); researcher to student(s). Teacher researchers have recounted a variety of situations in which they have conducted interviews using some of the combinations suggested".<sup>40</sup>

The writer used the general interview guide to make the interview process run smoothly. The writer also used the recorder as the instrument to cross check the information. The writer interviewed the English teacher, the collaborator teacher to get the information related to the CAR. We can see the general interview guide in Appendix 5.

5. Documentary

Arikunto<sup>41</sup> defines the documentary method as a method of collecting data about matters of variables, which in

<sup>&</sup>lt;sup>40</sup> Anne Burns, *Colaborative Action Research for English Language Teacher*, Cambridge University Press, 1999, p.118

<sup>&</sup>lt;sup>41</sup>Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek*, Rineka Cipta, p. 274.

the form of notes, transcripts book and so on.

The document that is used in this research is the document of score evaluation of the third grade students of MTs. NU 24 Darul'ulum Patebon as the proof. The other documents were the photograph document of the students and the writer, the collaborators activities in CAR and the field note of all the activities in CAR. We can see in Appendix 6.

## G. TECHNIQUE OF DATA ANALYSIS

In this research, the process of analyzing the qualitative data used analysis classroom talk or interactive model because the writer emphasized the CAR in qualitative side. As the Burn <sup>42</sup> who said that:

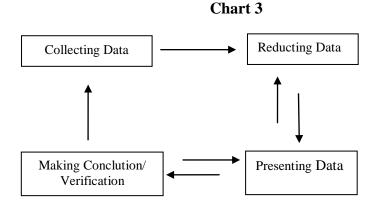
"In qualitative classrooms based on the action research, the use of spoken language in class is a major focus for analysis. Classroom discourse analysis focuses on the way talk is structured, often using units of analysis such as turns or topic initiations.....Qualitatively by analyzing the texts closely and noting patterns of interaction (who initiates topics, how the teacher gives task instructions, how first language is used, how errors are corrected, how feedback is provided."

She also mentioned that in qualitative analysis data, there are three actions steps; those are the process of reducing data, presenting

<sup>&</sup>lt;sup>42</sup> Burns A, *Collaborative Action Research for English Language Teachers*, Cambridge University Press, 1999, p. 173.

the data, and making conclusions.<sup>43</sup>

Miles and Huberman in Burn<sup>44</sup> called the data analysis in mention research as analysis episodes which a dynamic process. To make clear, the following schema will show the activities sequence.



From the schema above, Miles and Huberman in Burn <sup>45</sup> explained that raw data collected at the beginning of the cycle are synthesized and summarized in order to suggest further episodes of the data collection and analysis. In turn, these data add to the

<sup>&</sup>lt;sup>43</sup> Burns A, *Collaborative Action Research for English Language Teachers*, Cambridge University Press, 1999, p. 179.

<sup>&</sup>lt;sup>44</sup> Burns A, *Collaborative Action Research for English Language Teachers*, Cambridge University Press, 1999, p. 180.

<sup>&</sup>lt;sup>45</sup> Burns A, *Collaborative Action Research for English Language Teachers*, Cambridge University Press, 1999, p. 179 -180.

assembly of information that permits ideas to be formulated and further action to be taken. Further action means that initial data analysis can be revived and conclusions can be drawn.

In this case Richad Sagor said:" remember, going into data analysis, we had two questions: (1) What are the importants themes in this data? And (2) How much data support each of these themes ? To answer these questions, we first look at the matrix to see which themes have the most supporting data. Then we summarize the data.<sup>46</sup>

<sup>&</sup>lt;sup>46</sup> Richad Sagor, *How to Conduct Collaborative Action Research*, ASDC Alexandria, Virgiana USA, 1993, p. 52.

## CHAPTER IV DATA INTERPRETATION

## A. Research Preparation

The researcher prepared some steps before the research conducted as follow:

- Doing pre observation to identify the problems about students' motivation through the interview with the English teacher and conducted pre test for the students IX A, B and C which is conducted on July 2015.
- 2. The researcher asked for the MTs's headmaster allowance to conduct a research there.
- Searching for information and note the students' data of IX C MTs. NU 24 Darul'ulum Patebon Kendal in the academic year of 2015/2016.

## B. The Performance of Classroom Action Research

The CAR in IX C of MTs. NU 24 Darul'ulum Patebon Kendal were done in three cycles, which in each cycle had one action, those were action 1, 2, and 3. So, the total actions were three actions.

In order to make the students more active in English communicative activities and in collaborative learning activities, the lesson plans emphasized the communicative skill. It was not only asked the students to speak in English or just master speaking skill but also they should master the listening skill, reading skill, and writing skill. So, the teacher had to be able to combine those skills in a good composition. The appropriate steps of English teaching process could perfect it. In collaborative learning lesson plans that were made by the writer and teacher collaborators consisted of the following steps:

1. Motivating Strategies

It was the strategies to make the students in pleasure condition before they follow the class. The teacher role motivated them to learn and introduced them what they would learn. The activities in this phase such as guessing the pictures, giving the situation or questions, which motivated them of gave respond, puzzle and quiz, singing, etc. The students might be more confidence, because they knew what they would learn. It was done for about 10 minutes.

2. Presentation Strategies

It was the phase to give some explanation about the lesson. It was done for about 10 until 15 minutes. The example activities were giving the students emphasizes in the motivating strategies and gives a complete explanation of the lesson material.

3. Skill Practice

It was the time for the students to practice the communicative skill totally. The teacher role observed

and made a note of the students' activities that made mistakes. She also gives the help for the students who got difficulties during the activities. Usually the teacher divided them into several group or pair works for it. During those process the teacher also gave the scoring for them. It was done for about 35 until 40 minutes.

4. Review

Based on the teacher observation notes teacher invited the students to discuss and review the mistakes. Teacher let them correct the answer. Teacher also gave the students opportunities to ask some questions or giving the suggestions. It usually took five until 10 minutes for review phase.

5. Assessment

In assessment time, teacher gave the exercises or questions to measure the student's knowledge of the material they learnt. It needed 30 until 60 minutes, depending on the sum and the level of difficulty, Included pre test and post test, We can see in Appendix 7. And we can see the complete lesson plans and syllabus in Appendix 8.

## The Action in Cycle I

## Planning

In the first cycle, the writer gave the explanation that he

would teach the material about Procedure Text. It was divided into three actions.

### Acting

### Cycle 1, Action 1

The cycle 1 in action 1 was done on Monday 3<sup>th</sup> of August 2015, from 08.20 to 09.40. The topic was Procedure Text. It focused on the reading and speaking skill.

In preparation the writer gave the greeting for the students. Then the writer filled the presentation list, all the students were present. After that the writer gave them motivating strategies. In those strategies, the writer showed some pictures and gave some questions related to the topic. The writer also asked them to study the terms that related with the topic (procedure text) and asked them to complete the sentences based on that terms. Some others students answered but some of them seemed still doubtful what the writer said. They answered mumbling and even some of them just kept silent. They seldom interacti in English. More over when, the writer taught them for the first time.

In presentation strategies, the writer gave the feed back of their answer in the previous step (motivating strategy). The writer showed or underlined the correct answer then gave some explanation related to the lesson.

In skill practice, the writer ask the students to read the authentic article about the Food then asked some students to

answer the question based on the article. After that students arrange the jumble words, then found out the meaning of the words with their group. In their group the writer asked them to choose a leader in their group and asked them to be active during a discussion with their group.

The writer allowed the students to ask questions and reviewed the lesson because the students made some mistakes and misperception of some expression in review time.

As the assessment the writer asked them to answer some question based on reading and matching some vocabulary with their meaning. By reading the authentic material that could catch the ideas more easily. They said they it was more understandable. In finishing the writer made a conclusion about the lesson and parting greeting.

### Cycle 1, Action 2

It has done on Wednesday, 5<sup>th</sup> of August 2015, at 11.15 until 13.00. The topic talked about expressing certain and uncertainty related to procedure text. It focused on writing and speaking skill.

The writer started lesson by giving the greeting for the students and filled the present list as the preparation. After that the writer gave them motivating strategies by asking some question about the target language, before it the writer connected the lesson today with the previous lesson. The students said that they

still remembered what the writer gave. The writer asked them some question related with their certain and uncertainty.

As the presentation strategies, the writer mentioned the goals of the lesson that day. Then gave example of the expression that showing certain and uncertainty. After that she gave explanation how to use the expression appropriately.

In skill practice, the writer asked them to make a grouping four and give them some dialogue related with certain and uncertainty. They should read in with their friend in group. The next activity the writer asks them to make a similar dialogue that consist an expression of certain and uncertainty. The writer walked around to observe them. After that the writer ask every group to practice their dialogue in front of the class. Some of the group seemed shy to read it, and then the writer gave them motivation.

The writer made a review because based on the writer observation, the writer found some mistakes and problem that were made by the students. The writer then wrote on the blackboard and asked the students to discuss it. Then the writer allowed them asking some questions.

In assessment the writer asked them to tell their friend certain and uncertainty in a paragraph. They should interact with their friend in the group. The time was up, the writer made a conclusion of the lesson and than gave the parting greeting.

### Cycle 1, Action 3

It was done on Monday, 10<sup>th</sup> of August 2015 at 08.20 until 09.40, the topic still about Procedure Text. It focused of listening skill.

In preparation, the writer checked the sound system and all the tools, which helped the listening teaching learning process in the classroom. The writer asked them to listen in earnest and carefully. After that all fixed the writer started the lesson by saying the greeting the students replied the greeting. The next step was filling the present list and crossed the number of boot with the name of the students.

In motivating strategies, the writer played the cassette, then asked the students listen to the cassette with special occasion an the lesson of that day. Then the writer asked them to discuss it with their couple. After that she asked some of them to retell the story in cassette briefly. In this process, three were some problems of the laboratory system, so it made the process had to stop for some minutes.

To make clear the explanation, the writer asked the students to fill the text first and gave some explanation about the lesson that day as the presentation strategies.

In skill practice, the writer asked the students to pronounce some words correctly. By this process the writer knew that there were many students who didn't have good pronunciation. The writer gave more examples. Next practice they answered the question in passage and made a conversation based on the story in the cassette with their neighbor boot. They often asked the writer to play the cassette four times.

The next writer gave some suggestion and further explanation based on their mistakes and problem during the skill practice process. The writer also gave the opportunity to ask the question or give the suggestion, but the students didn't take it.

In assessment the writer asked them to listen to the cassette carefully to choose the appropriate options in the multiple choices questions.

The last the writer asked them to bring the receipt of their favorite dish for next meeting (as the homework). The writer gave parting greeting. The writer asked them to switch off their own boot system and put back their headphone.

## The Observation result in Cycle I

The collaborator teacher, and the writer discussed the action 1, 2, and 3 in the first cycle. The collaborator teacher as an observer stated that the students had quite understood about the performance of classroom action research, because they followed that process directly. The collaborative learning technique give them a new perspective about learning English and this made them enthusiastic in learning English.

In general during teaching and learning process in each cycle in action 1 it is found that not all of the students involve

actively in their group, some of them still being passive during a discussion but they seem happy to learn in group rather than learning individually. The writer and the collaborator listed some aspect to observe the students participation in collaborative learning and also their motivation after given a collaborative technique. And it can be seen in following table.

- The students' collaborative learning.

No.	The Students Activities in Group	%
1	Actively involved in discussion	77
2	The cooperation in group	76
3	Respect for the other in a group	75
4	Helps their friends	74
5	Individual responsibility	78
6	Listening to the other in a group	77
7	Managing a group/group management	74
8	Solving the problem together	77

-The students' motivation

No.	The Indicator of motivation	%
1	The increasing of the students attitude	78
2	Belief about self	77
3	Their involvement in teaching and learning	,,
	process	79
4	The achievement of goal	77

Among the students activity in their group the skill of the students to manage a group is still lack, generally the students can do a collaborative learning well, but they still do not know how to run a group effectively, they still doing a group only to discuss the problem but they still do not think how to manage it, at a result the group discussion in run without a good direction.

The students' motivation in the classroom is also increased, they are motivated than learning using a conventional approach, most of them feel a new atmosphere in learning English, they look very enthusiastic to lwarn English in their group, they try to show their own best. But in this cycle not all of the students have a high motivation in learning, part of them still unmotivated, this is due to their character, which seem shy with their friend, but they quite motivated with this methods.

## The Reflection Result in Cycle I

Based on cycle 1 process they could make some conclusions and critics for the teaching learning process by using collaborative learning. It was expected to make a better action for next cycle. The writer her self was also gave her perception of that process and also gave the result. The following were the discussion results:

 The collaborator teacher gave the writer critics that the writer had to give more motivation for the passive students, because based on her observation result, the students who answered the writer questions were the same and the same students, the other one seemed shy, and doubt. It would be better if the writer gave motivation for them directly, he said.

- 2) Actually the students were interested in the collaborative learning, which applied in this class, but most of them were still doubt to improve their communicative skill. There were just some students who were active in learning communicative skill.
- 3) The collaborators stated that they got a lot of contribution from the classroom action research in cycle 1. They also stated that they would support the next cycle.

From the observation result, we concluded that the effort to improve the students English communicate activity, the students English achievement and also the quality of the English teaching learning process in 2 Secretary 2 had to improve.

### The Action in Cycle 2

## Planning

Considering of the problems arose, the writer, the English teacher and the collaborator teacher discussed about the planning for the better action in the next cycle (Cycle 2). From that discussion, they could make the next planning like that:

The writer had to improve her skill in classroom management, in all aspect such time allocation, students' activity, condition of the class and the teaching learning procedures.

The writer had to be able to master all the lesson materials.

The writer had to be able to direct their students in doing a group well.

Improving the students' activity, which made them an active communication.

Give motivation for the passive students more and more. Make them not feel doubt, shy, and mumbled in expressing something or acting or answering the question.

In this cycle, there were three actions, with the material talking about Science and technology. By this phase, they expected to improve the English teaching learning quality and the student achievement.

## Acting

In this cycle the writer performed the teaching process in three actions. The material, lesson plan and media which were made by the writer, the English teacher and the collaborator.

### Cycle 2, Action 1

This cycle was done on Wednesday, 12<sup>th</sup> of August 2015 at 11.15 until 13.00. The writer delivered the topic about "Science and technology" Televition ( report text ). It focused on reading and writing skill.

In preparation, the writer gave the greeting then the students replied enthusiast. As usual, the writer filled the present list for checking the student's attendance. There was a student

who didn't come. And then asked them to hang out their identity number.

As the icebreaker, the writer gave questions about the role of science and technology in the world today. Then, the writer ask them to write the advantage of having a high technology and their disadvantage.

In skill practice the writer divided the class into several groups, consist of four until five students to make a computation. Each students in a group were asking to read the text, discuss the content of the text with their friends in a group until they understand the text. Then the writer ask them to answer the questions based on the text. The next activity is the writer ask the students too write a narration about science and technology, after they had finished their work was change with their friends in a group and correct it in a discussion.

In assessment time, the student were asking to find the improvement of science and technology in our country. The last the writer concluded the lesson and gave parting greeting.

## Cycle 2, Action 2

It was done on Wedneday, 19<sup>th</sup> of August 2015 at 11.15 until 13.00. The writer used sound sytem for teaching, because the lesson focused on the listening skill. As the preparation the writer asked the students to switch on the system and then the writer gave the greeting. The writer was also filed the present list. As the motivating strategies the writer asked the students to listen to the story about animal that they saw in our country that writer said and than asked them to discuss it with their friend. The writer checked their activity. Some of them seemed discussed it seriously, but the other joke.

In presentation strategies the writer explained the ways to get the main idea from the story, but before that the writer told them about the topic. They gave pronounced some vocabularies well.

In the skill practice the writer asked them to rewrite what they listened from tape recorder into report text, and then one of them practiced in fron of the class to read their made in a group with good pronunciation. The next they listened to the story about animal ( bird). The students asked the writer to played the story again and again but the writer just gave three times. Then he asked some students to retell the story as well as possible, after they answered the question.

After that the writer reviewed the lesson material and allowed them to ask question. There was no question but suggestion; they wanted the writer to replay the story more than three times.

In assessment the writer asked them to make a conversation about a animal that they knew in the world, and they have to report their result as the writer gave feed back. For finishing the writer concluded the lesson and gave parting.

## Cycle 2, Action 3

This action was done on Monday, 24<sup>th</sup> of August 2015 at 08.20 until 09.40. The lesson focused on speaking skill. It was discussed the language focus about repetition and admiration. The writer gave them greeting to start the lesson that day. To check the attendance and to recognize them the writer filled the present list. The writer felt difficult to recognize the students' face and name. So, the writer asked then always hangout their identity number.

In motivating strategies, the writer asked them to remember seven wonders in the world and then the teacher saw some pictures about them.

In presentation strategies, the writer told them the goal of the lesson and then give some expression of repetation and admiration. And ask them to and a dialogue.

In skill practice the writer divided them into several group consisted of four until five students to choose one of the situation in making a dialogue. After that the writer asks them to practice it in front of the class.

In assessment, the writer asked them to make 10 sentences using the expression of repetation and admiration. Then asked some students to write it in the blackboard, while the other make a comment. The last the writer concluded the lesson and gave parting greeting.

## The Observation Result in Cycle 2

The students activity in collaborative learning in cycle 2 can be seen in the following table:

No.	The Students Activities in Group	%
1	Actively involved in discussion	83
2	The cooperation in group	84
3	Respect for the other in a group	84
4	Helps their friends	84
5	Individual responsibility	88
6	Listening to the other in a group	84
7	Managing a group/group management	84
8	Solving the problem together	83

-The students' motivation

No.	The Indicator of motivation	%
1	The increasing of the students attitude	84
2	Belief about self	84
3	Their involvement in teaching and	01
	learning process	82
4	The achievement of goal	86

We can see that the students' activities in group in cycle 2 generally are increased than in cycle 1. The students have made their self – assessment to their group and learn how to manage a group well. They know how to run a group well than before so that they can reach the purpose of their group. But the domination of active students in a group is still appearing. The writer and the collaborator looks that most of the students have been actively involved in their group, this positive activity also influence much to increase their motivation.

From the result of observation and the questionnaire the students motivation is increased than before, the intrinsic students have more actively involved in every discussion, they are not passive anymore and it seem that the collaborative learning methods can increase the intrinsic students.

## The Reflection of Cycle 2

The writer and the collaborators teacher could conduce that the teaching learning process in Cycle 2 was better than in Cycle 1. There was an improvement the students' communication activity. Especially in the lesson, which focused on group activities. They seemed happy and enjoy their group activities. The reflection results in Cycle 2 were:

 a) The Group activity in very discussion is more manageable and the students were more cheerful and compact in-group activities.

- b) The students' English activities improve too. It could be seen by the number of the students who were active in practicing the target language greater than in the Cycle 1.
- c) The spirit of learning also more real, they tried to get 'the special point' and reward from the writer by active learning.
- d) The motivation of students is increased than in cycle 1, most of them feel motivated to learn in group.

From the reflection phase in this cycle, there were some improvements in English teaching process, which made the writer and the collaborators happy. To get a maximal result, the writer and the collaborators made the next planning.

## **Cycle 3 Performance.**

### Planning

In Cycle 3 the writer gave the material still 'procedure text. It was crossed with the national syllabus. The English teacher, the collaborators teacher and the writer planned three actions in Cycle 3. As usual the planning discussion was located in the teacher office. From the discussion they could decide that:

The teaching learning process in Cycle 3 had to be better than Cycle 2 the writer had to control over the class more detail. Such as recognize the student one by one and checked their improvement. Gave the students motivation by reward, praise, and so on to make them more spirit in following the English class.

The writer should define her efforts to get the appropriate teaching method to improve their communicative skills.

### Acting.

### Cycle 3, Action 1

This action was done on Wednesday, 26<sup>th</sup> of August 2015, at 11.15 until 13.00. The writer delivered the topic "Procedure text". It focused on writing skill. As the preparation, the writer gave the greeting the students replied enthusiastically. And then filled the present list.

The action started by the motivating strategies. In that phase writer showed them two pictures of procerdure text. The writer asked them to guess what the goal of that procedure is. The writer asked them to give a brief description of them. Some of them raised their hands to describe them.

In presentation strategies, the writer told the students that the lesson of that day was about talking about provision especially in the Indonesian food. Then he gave them example, question, and expression for the food.

And then the writer distributed the text about food in our country and asked them to read the information. Then the writer asked them to mentioned the difficult words and found out the meaning with their friend in a group. They seemed so serious to discuss it. Then the writer ask them to discuss the content of the text in a group and ask them to retell the text with their own words, some of them came up in front of the class to retell the story.

The students asked some questions to the writer about some difficult words in review time. After that the writer asked them to write procedure text in a group as the assessment. The writer concluded the lesson and gave the parting greeting in finishing the lesson.

## Cycle 3 Action 2

The Cycle 3 in Action 2 in was done on Monday, 31<sup>th</sup> of August 2015, at 08.20 until 09.40. It was still talked about report text (Our body ). The lesson focused on listening and writing skill. For the first, the writer gave them a greeting, and then they replied the writer's greeting cheerfully. And then the writer filled the present list.

As the icebreaker the writer wrote down some elliptic sentences associated with the thema. And then asked the students to make a pattern based on the sentences. They might have already understood what the target language used.

In skill practice the writer divided them into several groups consisted of four until five students. Then asked them to combine two sentences to become an elliptic sentences. The next activity, the writer asked every group to make 15 item of a two separated sentences and it was change to the other group to make as an elliptic sentences. In this section the students seemed more active and enthusiastic in order to make a difficult sentences and also in answering the other group. They cheer up when the other group cannot answer their own group.

The writer allowed the students to ask question they took that opportunity. They asked some question to the writer related to the topic.

In assessment, the students had to make a paragraph using elliptical sentences. In the last lesson the writer concluded the lesson that day and gave the parting greeting.

## Action 3 Cycle 3

It was done on Wednesday, 2<sup>th</sup> of September 2015 at 11.15 until 13.00. The writer took the language laboratory as the teaching location, because the lesson focused on the listening skill. As the preparation the writer asked the students to switch on the system and then the writer gave the greeting. The writer was also filed the present list.

As the motivating strategies the writer asked the students to listen to the report text about our body that writer said and than asked them to discuss it with their friend. The writer checked their activity. Some of them seemed discussed it seriously, but the other joke.

In presentation strategies the writer explained the ways to get the main idea from the text, but before that the writer told them about the topic. They gave pronounced some vocabularies well.

In the skill practice the writer asked them to pronounce some words, and then answered the question in the passage. The next they listened to the procedure text about 'our body'. The students asked the writer to played the text again and again but the writer just gave three times. Then she asked some students to retell the procedure text as well as possible, after they answered the question.

After that the writer reviewed the lesson material and allowed them to ask question. There was no question but suggestion; they wanted the writer to replay the text more than three times.

In assessment the writer asked them to make a conversation about our body, and they have to report their result as the writer gave feed back. For finishing the writer concluded the lesson and gave parting.

### **Observation Result in Cycle 3**

In cycle 3 the writer and the collaborator do not see the students difficulties in running the group anymore, they can manage their group and each of them can make a good interaction in their group. The active students can help the passive students to involve in the discussion. As the result the students' motivation is increased, thus the writer and the collaborators think that collaborative learning has successfully increase the students' motivation.

The table of students' activity in group in cycle 3 can be seen as follow:

No.	The Students Activities in Group	%
1	Actively involved in discussion	87
2	The cooperation in group	88
3	Respect for the other in a group	87
4	Helps their friends	85
5	Individual responsibility	88
6	Listening to the other in a group	85
7	Managing a group/group management Solving	89
8	the problem together	88

# -The students' motivation

No.	The Indicator of motivation	%
1	The increasing of the students attitude	88
2	Belief about self	88
3	Their involvement in teaching and learning	00
	process	87
4	The achievement of goal	88

### **Reflection in Cycle 3**

The English teacher and the collaborator said that English learning process in Cycle 3 was very satisfying, because there were many improvements. The writer felt happy because her efforts to improve the quality of English teaching learning process in that class had been realized. The result of reflection in Cycle 3 showed that:

The students could make interaction in English more naturally and automatically. They could catch the writer instruction more easily.

There was an improvement of the students learning motivation.

The English teacher and the collaborators could get the contribution of collaborative learning by classroom action research in that class.

## **Evaluation Result of the Action**

From the result of the discussion and evaluations that were done by the writer, the English teacher and collaborators teacher, they concluded that the CAR in order to improve the students' motivation using collaborative learning activities had been done completely.

The students could catch the material easily. By collaborative learning students could make an interaction between them and make the material more enjoyable. It was more understandable. The activities in collaborative learning give a big role in their learning. It made the learning more interesting. They could participate in all activities actively. Collaborative learning makes students creative in finding a solution for the problem they have. The condition of the class is more dynamic and the function of the students as the subject of the teaching and learning process can be done well. Collaborative learning also makes a passive student to become more active and give them the chance to be communicative with the material and their friends. By using a collaborative learning the students can share their understanding and knowledge with their friend, so that the difficulty in handling a material can be solved. The students also feel more motivated in learning English using a collaborative learning rather than learn a material individually. At last the collaborative learning is effective in increasing the students' motivation.

The result of evaluation of CAR in cycle 1, 2,3 can be summarized in the following table:

No		Action	Positive	N	egative result
			result		
1	Previous survey	Class observation	1. The teacher dedication is high.	1.	The students activity is lack and the students still
			2. The teacher		passive.
			have doing the teaching	2.	Teacher mostly dominated in
			and learning		the class.

				process optimally	3.	The methods use is still conventio nal.
					4.	The students unmotivated in learning.
2	Cycle 1	Action research using the material about "Procedure Text"	1.	Teacher apply a collabo rative learning using a good step. the students feel intereste d with collabor ative learning strategy the teacher domination can be decreased in teaching and learning	2.	Teacher still cannot manage a class well. The students still unmanageable in their group. The active students still dominated in discussion.
				process.		

Cycle 2	Action research using the material about	1.	Teacher can manage a class well.		The intrinsic students still shy to express their idea.
	Report text"Techn ology and Animal".	3.	Students feel more motivated using a collaborati ve learning methods. There is a good interaction between the students is each group.	2.	The teacher still try to find a solution for the unmotivated students.

	4. The active students can help the passive one to involve in group discussion.
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2	Cruele 2	Ant	1 The stands t	1
3	Cycle 3	Act ion	1. The students	1. Teacher should take
		research	enjoy their	attention to
			study using collaborative	the time
		using the material		allocation
		about "Our	learning.	
		Body"	2. Most of the	given.
		Douy	students feel	
			motivated	
			using a	
			collaborative	
			learning	
			Strategy.	
			3The students	
			can manage	
			their group	
			well.	
			4. Teacher can	
			manage a	
			class well	
			using	
			collaborative	
			learning.	
			<b>-</b>	
			5. most of the	
			students can	
			be	
			actively involved in	
			teaching and learning	
			process.	
			process.	

From the result of the evaluation above, hopefully the classroom action research using a collaborative learning could be a good solution for the school in improving the quality of teaching learning process, even the students' motivation.

# CHAPTER V CONCLUSION AND SUGGESTION

## A. Conclusions

The conclusion result of CAR to improve the students' motivation by using collaborative learning technique in third grade students of MTs. NU 24 Darul'ulum is as follows:

- The implementation of Collaborative learning was conducted on the first semester in the academic year of 2015/2016 for 3 months began from July up to September 2015 at MTs NU 24 Darul ulum Kendal, which was located on Jl. Laut Ds. Pidodokulon, Patebon Kendal used three cycles, which in each cycle has three actions. Those are action 1, 2, and 3. It makes condition of the class is more dynamic and the function of the students as the subject of the teaching and learning process can be done well. So the collaborative learning strategy can be an alternative solution for a problem in teaching and learning process.
- Collaborative learning strategy can increase the students motivation, it can be proved by the result of the observation during an action research process.

## **B.** Suggestion

The writer gives the suggestions in this classroom research as follows:

- 1. The teachers
  - a. Based of the result of this study the writer suggests the teachers to used this strategy in solving their problem about the student's motivation and give a new perspective on teaching and learning process.
  - b. 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.
  - c. It will be better if the collaborative learning strategy can be applied in English learning process because it prove the improvement of student motivation.
  - d. For the English teachers, hopefully they can improve their professionalism, confidence, knowledge, and skills to create the good strategies for teaching. So, they can reach a good quality of teaching learning process and the student English achievement too.
- 2. The students
  - a. It is better to use a group as a solution for them in solving the problem in their learning that they have, by collaborative learning they can share their idea and their understanding about the material they have and it helps them to increase their understanding about the material.
  - b. Suggested for the students to discuss with making a group in out the classroom learning activity.

- c. Collaborative learning can be strategy of each learning for students.
- d. 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.
- 3. The Researcher
  - a. this research can improve the ability in managing the ability in manage the class and work collaboratively. Hopefully this research can improve their ability in using collaborative learning in English class and invite the other researcher make a research about it.So, hopefully there will be any further research of it.

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## Appendix 1

### LIST OF STUDENTS ATTENDANCE IX C MTs. NU 24 DARUL 'ULUM PATEBON ACADEMIC YEAR 2015/2016

Month/Year : August -September 2015

	1/1 car . August -September 20		Cycle 1			Cycle	2	Cycle 3			
NO	NAME		August								
		3	5	10	12	19	24	26	31	2	
1	Achmad Alfin Hadi	v	v	v	v	v	v	v	v	v	
2	Achmad Romzi	v	v	v	v	v	v	v	v	v	
3	Akhmad Kholid	v	v	v	v	v	v	v	v	v	
4	Akhmad Romadhon	v	v	v	v	v	v	v	v	v	
5	Amalia Oktafiani	v	v	v	v	v	v	v	v	v	
6	Dewi Fatmawati	v	v	v	v	v	v	v	v	v	
7	Hidayatus Sholihah	v	v	v	v	v	v	v	v	v	
8	Ira Rahmawati	v	v	v	v	v	v	v	v	v	
9	Khoerurrouf	v	v	v	v	v	v	v	v	v	
10	M. Widigdo Khoiril Woro	v	v	v	v	v	v	v	v	v	
11	Maghfirotun Nafisah	v	v	v	v	v	v	v	v	v	
12	Malik Ashar Ardiyansah	v	v	v	v	v	v	v	v	v	
13	Moch. Nur Chamid	v	v	v	v	v	v	v	v	v	
14	Moch. Wildan Mukhlad	v	v	v	v	v	v	v	v	v	
15	Much. Noor Ikhsan	v	v	v	v	v	v	v	v	v	
16	Muhamad Labib Muzaki	v	v	v	v	v	v	v	v	v	
17	Muhammad Budi Santoso	v	v	v	v	v	v	v	v	v	
18	Muhammad Lambang W	v	v	v	v	v	v	v	v	v	
19	Mukhibbatul 'Uyun	v	v	v	v	v	v	v	v	v	
20	Naili Himatul Khusna	v	v	v	v	v	v	v	v	v	
21	Nila Rosyada	v	v	v	v	v	v	v	v	v	
22	Novita Saputri	v	v	v	v	v	v	v	v	v	
23	Nur Faidhah	v	v	v	v	v	v	v	v	v	
24	Nur Feby Hadiyatun										
24	Nikmah	v	v	v	v	v	v	v	v	v	
25	Rudi Hariyanto	v	v	v	v	v	v	v	v	v	
26	Sabilla Ayuningrum	v	v	v	v	v	v	v	v	v	
27	Satria Angga Reksa	v	v	v	v	v	v	v	v	v	
28	Romadhon	v	v	v	v	v	v	v	v	v	
29	Siti Nur Hidayah	v	v	v	v	v	v	v	v	v	
30	Sofiul Labib	v	v	v	v	v	v	v	v	v	
31	Sri Sugiyati	v	v	v	v	v	v	v	v	v	
32	Wahyu Fiana Dewi	v	v	v	v	v	v	v	v	v	
33	Wanti Asih	v	v	v	v	v	v	v	v	v	
34	Zaenul Iqbal	v	v	v	v	v	v	v	v	v	

Subject Teacher

Shodiqin