



# **Improving Students' Motivation Through Colaborative Learning Strategies**

(An Action research at the SMU Negeri 1 Ajibarang,  
Banyumas, Central Java)

## **Thesis**

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By

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## MOTTO AND DEDICATION

### MOTTO

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

### DEDICATION

*The writer dedicated this thesis to :*

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

## ABSTRACT

This thesis was to obtain the answer of the question whether or not the collaborative learning strategies are effective used in teaching English at senior high school, and how this strategy can improve the third year students of SMU Negeri 1 Ajibarang motivation.

The research was carried out from August to October 2004 at SMU Negeri 1 Ajibarang. Thirty eight students of third grade in social program participated as the subject of this research. The writer used 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 develop a critical and reflective eye for their own instructional practices along with those of their peers. The writer, the English teacher and collaborator teacher make a collaboration work since preparation phase, planning, action, observation, reflection until the preplanning phase. They did the effort to improve students' English motivation using the collaborative learning strategy. The data were collected through observation, interview, questionnaire and documentation.

The results of the research showed that collaborative learning is effective in increasing the students' motivation. 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.

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# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

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

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

The academically talented students may not demonstrate their full academic potential in the classroom. When one instructional level from the curriculum is presented in a classroom, there will be no opportunity for some

students to achieve beyond that level provided. If grades and competition do not particularly motivate the students, they may be quite satisfied to coast along in school. These students may express a lack of motivation, which may manifest itself in off-task behavior, lack of participation, and outward disinterest by these students..

Hargis (1990:5) suggests a theoretically different classroom. He speaks of placing students in four to five-member groups of mixed ability to work together. In this grouping there is motivation for all students to do well. This kind of strategies then knows as a collaborative learning strategy. And research studies overwhelmingly favor collaborative learning (CL) as the most effective form of learning.

Dr.Theodore Panitz ( 1999 : 2) find the benefit of Collaborative learning as follows:

a primary benefit of CL is that it enhances students' self esteem which in turn motivates students to participate in the learning process. Cooperative efforts among students result in a higher degree of accomplishment by all participants. Students help each other and in doing so build a supportive community which raises the performance level of each member. This in turn leads to higher self esteem in all students

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. 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 SMU Ajibarang 1 Banyumas, Central Java.

## **1.2. Research Question**

The study is aimed to answer the question: whether collaborative learning effective in increasing the students' motivation in learning English?

## **1.3. Objective of the Study**

The objectives of the study are:

- a. To determine if a collaborative learning increases the motivation of students at SMU Negeri 1 Ajibarang.
- b. To describe that English teaching using a collaborative learning increases the students motivation in learning English

## **1.4. Significance of the Study**

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

1. The teachers of SMU Negeri 1 Ajibarang
  - a. The result of this study will 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. SMU Negeri 1 Ajibarang

This research hopefully can give a contribution in helping SMU Negeri 1 Ajibarang 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.

### **1.5.Limitation 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 senior high school students and in this case I will take the students of SMU Negeri I, Ajibarang in the academic year of 2004/2005.

The writer will take only one class of six classes of the third year students of SMU Negeri 1, Ajibarang in the academic year of 2004/2005. This class will be taken one class as an action class. The class consists of thirty-eight students to be the subjects of this study.

### **1.6.The Organization of the Study**

This research is introduced in five chapters, those are:

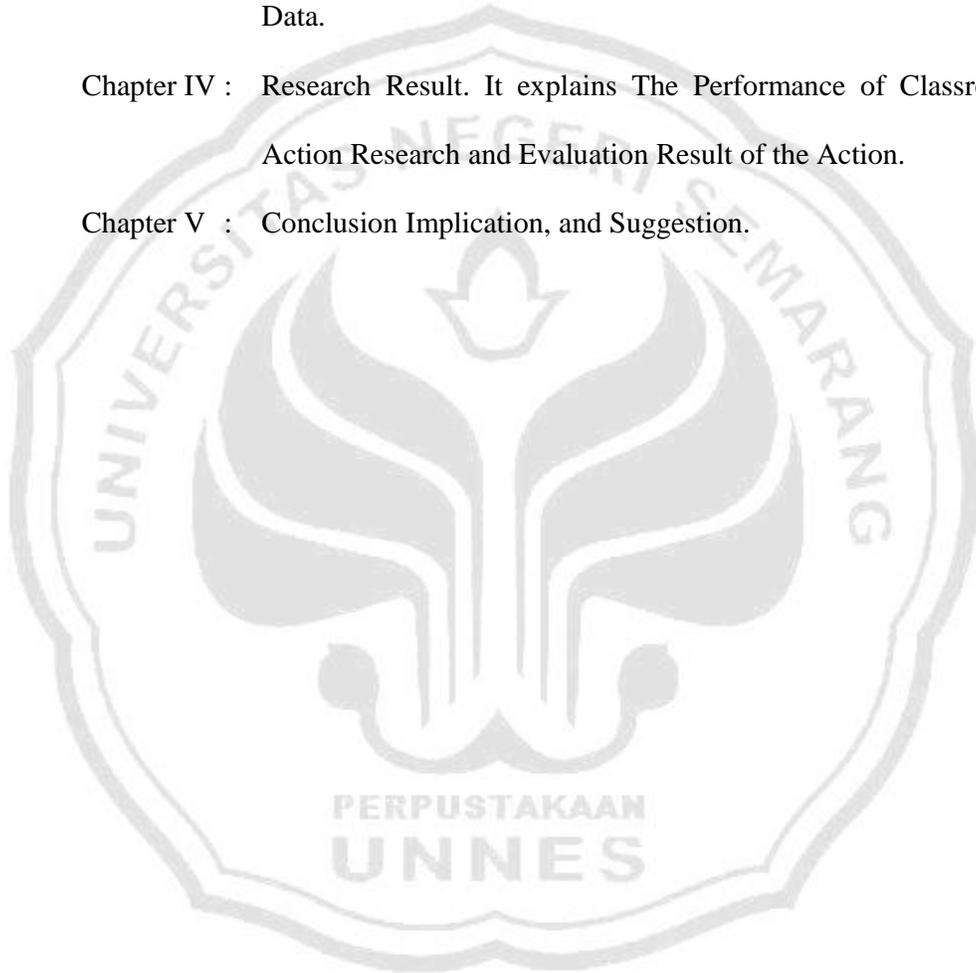
Chapter I : Background of the Study, Research Question, Objective of the Study, Significant of the Study, Limitation of the Study and Organization of the Study.

Chapter II : Theoretical Background that explains Collaborative Learning, and Motivation.

Chapter III: Research Method. It consists of, Research Method, Subject of Study, Technique of Collecting Data, Technique of Analyzing Data.

Chapter IV : Research Result. It explains The Performance of Classroom Action Research and Evaluation Result of the Action.

Chapter V : Conclusion Implication, and Suggestion.



## **CHAPTER II**

### **THEORETICAL REVIEW**

#### **2.1. Collaborative learning**

##### **2.1.1. The Nature 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 a 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 contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups actions.

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 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

The emerging use of Collaborative Learning strategies in classrooms in the United States has received significant praise by educational theorists. The replacement or enhancement of traditional education methods with Collaborative Learning strategies which has occurred in recent years has been cited as being "enthusiastically embraced by schools as a way of addressing many of the ills faced in education" (Mills & Durden, 1992 : 11). Stated simply, students learn more when they talk and work together. The group situation is ideal for the development of thinking skills. Collaborative groups provide students with opportunities to practice discovering answers on their own, without being directly instructed by a teacher or a textbook. Students in collaborative groups have shared academic goals and are accountable for not only their own achievement, but also the performance of the group members (Hauserman 1992 : 186), unlike traditional

instruction, in which students are encouraged to work independently. Collaborative Learning strategies used in the classroom "are often multilevel and multi disciplinary, calling for the 'gifts' of a variety of students" (Sapon-Shevin & Schniedewind, 1993 ; 62).

Students in Collaborative Learning atmospheres, in addition to performing higher academically, will "learn to respect others' differences and to interact successfully with people from different racial, ethnic, religious, and socioeconomic groups and whose skills are widely divergent" (Sapon-Shevin & Schniedewind, 1993 : 62). Students' time on task increases, and the amount of material consumed increases much more rapidly than in the traditional teacher-centered room. (Hargis, 1990 : 89) Teacher-centered instruction is reduced and student-engaged time is increased. Achievement is directly related to engaged time. (Hargis, 1990 :.90) The students get constant immediate feedback. The National Education Association also advocates the use of Collaborative Learning strategies in the classroom. NEA encourages techniques of collaborative learning to get students more involved and to give them more responsibility for what occurs in the classroom.

### **2.1.2. 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.

## 1. 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 same phenomenon 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 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.

## 2. 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 own knowledge, ensure that 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 videotape; 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.

### 3. 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.

### 4. 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 so-called 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 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.

### **2.1.3. 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, & Miller (1992 : 256) in their work, "Implications of Current Research on Collaborative Interaction for Classroom Application". These reasons that Collaborative Grouping strategies are instigators of motivation in the classroom include:

1. Increased attention due to dramatic shifts from standard classroom procedures normally operational during the majority of the school day,
2. 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
3. Mastery goals oriented toward learning (as opposed to performance goals oriented toward positive self-presentation 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).

#### **2.1.4. 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 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 : 163). 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 :.12). Collaborative learning, Mills and Durden contend, widens the gap between high and low ability students

## **2.2. Motivation**

### **2.2.1. The Nature of Motivation**

Motivation is very important in teaching and learning activity. Motivation can be said as arrangement of efforts to prepare to certain condition. Motivation can be stimulated by outside/intenal factor but it increases inside the people. In teaching nad learning process motivation can also be said as everything of the activator inside the students who growth in learning activity.

In relation with the importance of learning, how to create a condition or process in directing the students in learning process activity (Sadiman, 1990: 75) in this case, the role of teacher is very important, how the teacher has done the efforts to increase and to give motivation in 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.(Winkel, 1984 : 27). Where as, Purwanto (1990 : 60) states motivation is the complex statement in organism that regard to the action or attitude to the aim or stimulate.

Study is the effort to improve the capability of thought and logical to add the knowledge (Depdikbud, 1994 : 16 ). Where as, Afifudin (1984 : 109 ) study is a purpose to be able in knowledge, skills, capability, attitude that are accepted, saved, and act. Furthermore, study motivation is all of activators in organism which become an eager to study and aim at study activity, thus, the purpose will be attained.

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 (1979: 234) 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 (1994 : 118), 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 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. (Brown, 1994: 34-37).

Further, Brown (1994 : 38-39) 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.

- **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, (Maslow, 1990: 80) 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:

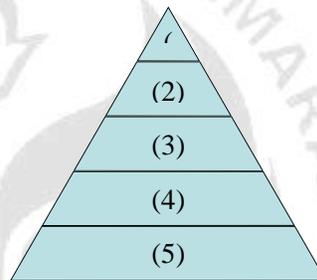
1. Psychological needs, it is the basic human need. These consist of the needs that its satisfying are aimed to satisfy biological need, for example; the needs of food, water, sex. Psychological needs must be satisfied firstly before the upper needs.
2. Need for safety, it is a need that arose after 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 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:

- Self actualization (5)
- Self esteem (4)
- Love and belonging (3)
- Safety (2)
- Psychological (1)



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 the 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 psychologists (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.

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)..

### **2.2.2. 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 (1990) also gives kinds of this motive:

- a. Cognitive motives. This motive is shown 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-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 (1984 : 85 ) states that motivation divides into two,those are :

- a. Internal motivation

Internal motivation is motivation that emerge from himself/herself without any compulsions 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.

The students who have internal motivation will has the aim becomes aducated people, knowlwdgeable, and autonomous. Internal motivation is the prinsipal motivation in studying (Purwanto, 1990 : 65 ).

## 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.

Another psychologist divided motivation 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, for example; the students learn English because they want to get knowledge, value, skill, in order to change her case, (Sadiman, 1990: 89) also said that “intrinsic motivation are inherent in the learning situation and meet pupil needs and purposes”.

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.

### **2.2.3. 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.

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 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.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1. Research Method**

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.

#### **3.2. Subject of Study**

The population that I select is the third year students of SMU Negeri 1 Ajibarang, Banyumas, in the academic year 2004/2005. There are 239 students. Female students is more than that of male students. They are grouped into six classes. The size of the classroom is same so that each class has almost the same amount of the students, except language class. The IPA 1 has 47 students, consisting of 18 boys and 29 girls. IPA 2 has 46 students, consisting of 15 boys and 31 girls. IPS 1 has 33 students, consisting of 13 boys and 20 girls. IPS 2 has 38 students, consisting 13 boys and 25 girls. IPS 3 has 36 students, consisting 12 boys and 24 girls. The following table shows the distribution of the population

Class	Boys (B)	Girls (G)	Total of students
III IPA1	18	29	47
III IPA2	15	31	46
III IPS1	13	20	33
III IPS2	13	25	38
III IPS3	12	24	36
III BHS	13	26	39

From that population I take IPS 2 as a sample of this study.

### 3.3. Research design

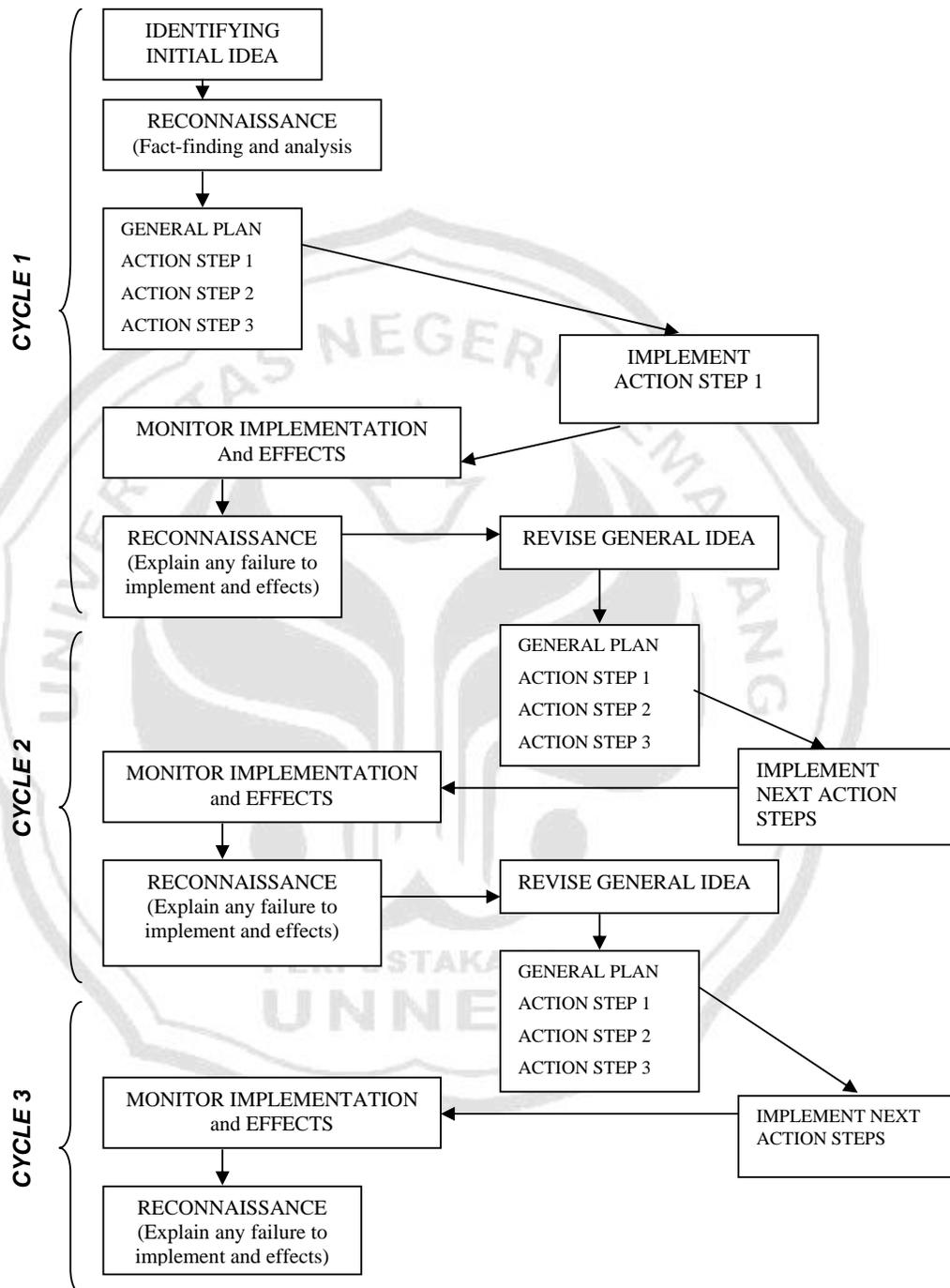
Action research used in this study refers to the efforts to obtain the empirical data from the classroom investigation which seeks to improve the students motivation through collaborative learning. In doing so, the research design use the model developed by John Elliot Classroom Action research Design. His design consists of several cycles, which in each cycle has several 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 fact-finding 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” (Elliot *in* Hopkins, 1999: 50).

It means that if a cycle has been implemented, there should be a reflection process and re-planning process. And then the re-planning 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:

Chart 1



### **3.4.The Classroom Action Research Procedures**

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 Hopkins (1993: 44) below:

“It is most rationally empowering when undertaken by participants. Collaboratively, though it is often undertaken individually and sometimes cooperation with outsider.”

The writer, the English teacher and collaborator teacher make a collaboration work since preparation phase, planning, action, observation, reflection until the preplanning phase. They did the effort to improve Students' English Achievement through the way and procedures on these phase or steps bellow:

#### **1. Preparation Phase**

It involves identifying the general issue documenting, observing, and the situation, reading of recent articles or books to obtain research. The most crucial phase in here is fact-finding process to refine the ideas about the general focus area and to prepare more systematic investigation (Burn, 1999: 34-35).

#### **2. Planning Phase**

This phase involves developing a viable plan or action for gathering data, considering and selecting a range of appropriate research method. The plan is

aimed at tracing a particular course of action and collecting data on the outcomes of this action (Burn, 1999: 35).

### **3. Action Phase**

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 (Burn, 1999: 38).

### **4. Observation Phase**

This phase involves observing the outcomes of the intervention and reflecting on its effectiveness. This involves a new set of teaching strategies and activities and recycling back into a period of further data collection (Burn, 1999: 40).

### **5. Reflection Phase**

This phase is therefore considered as a combination of both analysis and reflection. At this stage, the data are analyzed using a systematic process of analysis and interpretation according to agreed criteria (Burn, 1999: 38).

### **6. Re-planning Phase**

This phase involves a discussion about the result of observation, data collection, articulating the activities that have come out of the research process with the research group. It can be a guideline for further

### **3.5. Technique and the Instrument for Collecting Data**

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. Questionnaire**

A questionnaire is a number of writer questions which are used to gain information from respondents about their knowledge, beliefs etc. (Arikunto, 1993: 229). 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 2.

#### **2. 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 SMU Negeri 1 Ajibarang activities in the classroom.

There are two kinds of observation those are participant and non participant observation (Moleong, 2000: 125-126), 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 kinds of observation list or checklist.

Those are provided for observing the students' activities and the teacher activities during the English teaching learning process. We can see the observation list in Appendix 3.

### **3. Interview**

An interview is a communication process and interaction that happened between interviewers and interview. The quality of interview is determined by condition of them. It can run well or not when that interviewee is willingly to give information that we need (Abdullah, 1995: 73). 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 4.

### **4. Documentary**

Arikunto (1995: 236) defines the documentary method as a method of collecting data about matters of variables, which in 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 SMU 1 Ajibarang 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 5.

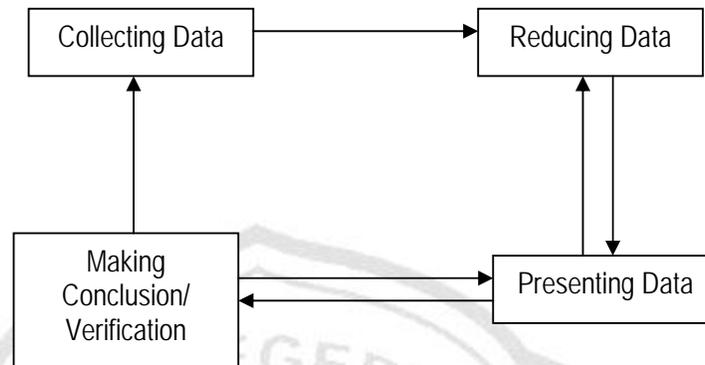
### **3.6. Technique for Analyzing Data**

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 (1999: 173) 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 the data, and making conclusions (Burn, 1999: 179).

Miles and Huberman in Burn (1999: 179-180) 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.

**Chart 3**

From the schema above, Miles and Huberman in Burn (1999: 179-180) 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 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.

## **CHAPTER IV**

### **RESEARCH RESULT**

#### 4.1 The Performance of Classroom Action Research

The CAR in III IPS 3 of SMUN 1 Ajibarang were done in three cycles, which in each cycle had three actions, those were action 1, 2, and 3. So, the total actions were nine 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 to measure the student's knowledge of the material they learnt. It needed 30 until 35 minutes.

We can see the complete lesson plans in Appendix 1.

### The Action in Cycle I

#### Planning

In the first cycle, the writer gave the explanation that he would teach the material about Economy. It was divided into three actions.

#### Acting

##### Action 1, Cycle 1

The cycle 1 in action 1 was done on Tuesday 4<sup>th</sup> of August 2004, from 09.00 to 10.35. The topic was Economy. 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 bank 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 interact 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 Bank 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.

### **Action 2, Cycle 2**

It has done on Tuesday, 11<sup>th</sup> of August 2004, at 09.00 until 10.35. The topic talked about expressing ability and inability. 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 ability and inability..

As the presentation strategies, the writer mentioned the goals of the lesson that day. Then gave example of the expression that showing ability and inability. 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 ability and inability. 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 ability and inability. 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 ability and inability 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.

### **Action 3, Cycle 1**

It was done on Tuesday, 18<sup>th</sup> of August 2004 at 09.00 until 10.35 in language laboratory. The topic still about Economy. 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 language laboratory. The writer asked them to use their headphone and activate the system in their own boot. 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, there 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	72,5
2	The cooperation in group	71,5
3	Respect for the other in a group	77,5
4	Helps their friends	77,5
5	Individual responsibility	75
6	Listening to the other in a group	75,2
7	Managing a group/group management	68,5
8	Solving the problem together	72,5

The students' motivation

No.	The Indicator of motivation	%
1	The increasing of the students attitude	72,5
2	Belief about self	71,5
3	Their involvement in teaching and learning process	77,5
4	The achievement of goal	77,5

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:

- 1) 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.

### **Action 1, Cycle 2**

This cycle was done on Tuesday, 25<sup>th</sup> of August 2004 at 09.00 until 10.35. The writer delivered the topic about "Science and technology. It focused on reading and writing skill.

In preparation, the writer gave the greeting then the students replied enthusiastically. 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 hangout 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 six students to make a computation. Each students in a group were asking to read the text and discuss the content of the text with their friends in a group until they understand the text. Then the writer ask them to do an exercise 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.

### **Action 2, Cycle 2**

It was done on Tuesday, 1<sup>st</sup> of September 2004 at 07.40 until 09.00. 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 story about science and technology in our country that

writer said and then asked them to discuss it with their friend. The writer checked their activity. Some of them seemed to discuss 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 pronounce some words, and then answered the question in the passage. The next they listened to the story about 'long distance education story'. The students asked the writer to play the story again and again but the writer just gave three times. Then she 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 questions. 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 science and technology in the world, and they have to report their result as the writer gave feedback. For finishing the writer concluded the lesson and gave parting.

### **Action 3, Cycle 2**

This action was done on Tuesday, 8<sup>th</sup> of September 2004 at 09.00 until 10.35. The lesson focused on speaking skill. It was

discussed the language focus about certainty and uncertainty. 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 them always hangout their identity number.

In motivating strategies, the writer asked them to whether the activity in PERSAMI can be succeed or not if it was done in the rainy season. Some of students show their certainty and the other is not.

In presentation strategies, the writer told them the goal of the lesson and then give some expression of certainty and uncertainty. 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 certainty and uncertainty . 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	77,5
2	The cooperation in group	75,5
3	Respect for the other in a group	78,5
4	Helps their friends	82,5
5	Individual responsibility	75
6	Listening to the other in a group	75,2
7	Managing a group/group management	72,5
8	Solving the problem together	71,5

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 'talking about education'. 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**

##### **Action 1 Cycle 3**

This action was done on Tuesday, 15<sup>th</sup> of September 2004, at 09.00 until 10.35. The writer delivered the topic "Talking about funeral". It focused on reading 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 traditional funeral in Indonesia.. The writer asked them to guess what the name of that funeral 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 funeral especially in the Indonesian funeral. Then he gave them example, question, and expression for the funeral.

And then the writer distributed the text about funeral 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 find the differences between each of funeral ceremony from the text as the assessment. The writer concluded the lesson and gave the parting greeting in finishing the lesson.

### **Action 2 Cycle 3**

The Action 3 in Cycle 3 was done on Tuesday, 22<sup>nd</sup> of September 2004, at 09.00 until 10.35. It was still talked about elliptic sentences. The lesson focused on 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. 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 Tuesday, 29<sup>th</sup> of September 2004 at 09.00 until 10.35. 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 story about funeral in the worlds 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 pronounce some words, and then answered the question in the passage. The next they listened to the story about 'long distance education

story'. The students asked the writer to played the story again and again but the writer just gave three times. Then she 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 science and technology 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.

### **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	85,5
2	The cooperation in group	86,5
3	Respect for the other in a group	88,5
4	Helps their friends	87,5
5	Individual responsibility	91,5
6	Listening to the other in a group	92
7	Managing a group/group management	90
8	Solving the problem together	93,5

### **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.

#### 4.2 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 result	Negative result
1	Previous survey	Class observation	<ol style="list-style-type: none"> <li>1. The teacher dedication is high</li> <li>2. The teacher have doing the teaching and learning process optimally</li> </ol>	<ol style="list-style-type: none"> <li>1. The students activity is lack and the students still passive</li> <li>2. Teacher mostly dominated in the class</li> <li>3. The methods use is still conventional</li> <li>4. The students unmotivated in learning</li> </ol>
2	Cycle 1	Action research using the material about "Economy"	<ol style="list-style-type: none"> <li>1. Teacher apply a collaborative learning using a good step</li> <li>2. the students feel interested with collaborative learning technique</li> <li>3. the teacher domination can be decreased in teaching and learning process</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher still cannot manage a class well</li> <li>2. The students still unmanageable in their group</li> <li>3. The active students still dominated in discussion</li> </ol>
	Cycle 2	Action research using the material about "Science and technology"	<ol style="list-style-type: none"> <li>1. Teacher can manage a class well</li> <li>2. Students feel more motivated using a collaborative learning methods</li> <li>3. There is a good interaction between the students is each</li> </ol>	<ol style="list-style-type: none"> <li>1. The intrinsic students still shy to express their idea</li> <li>2. The teacher still try to find a solution for the unmotivated students</li> </ol>

			group 4. The active students can help the passive one to involve in group discussion	
		Action research using the material about "Talking about funeral"	<ol style="list-style-type: none"> <li>1. The students enjoy their study using collaborative learning</li> <li>2. most of the students feel motivated using a collaborative learning technique</li> <li>3. the students can manage their group well</li> <li>4. teacher can manage a class well using collaborative learning</li> <li>5. most of the students can be actively involved in teaching and learning process</li> </ol>	<ol style="list-style-type: none"> <li>1. Teacher should take attention to the time allocation given.</li> </ol>

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, IMPLICATION, AND SUGGESTION

#### A. Conclusions

The conclusion result of CAR to improve the students' motivation by using collaborative learning technique in third grade students of SMU Negeri 1 Ajibarang is as follows:

1. Collaborative learning technique can increase the students motivation, it can be proved by the result of the observation during an action research process
2. 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.
3. 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
4. Collaborative learning technique can be an alternative solution for our problem in teaching and learning process.

## **B. Implication**

The successful of the effort to improving the students' motivation using collaborative learning technique gives the good implication. It can be a model for the other English teacher in managing the English teaching learning process as follows:

1. It is necessary to the English teacher to make their students motivated in learning and collaborative learning technique can be a solution to increase the students' motivation. It helps the students to involve the target language more effectively, because the students can share their understanding the target language easily with their group.
2. It is necessary to the English teacher to make collaboration work in order to solve the problem that appears. By collaboratibve learning the students can be actively involve in the class.
3. It is necessary to the English teacher to observe and follow the students' development in class intensively.
4. It is important to the English teacher to make a group dynamic and not only dominated with the active students but it can be lift the passive students to be active.

### C. Suggestion

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

1. It will be better if the collaborative learning technique can be applied in English learning process because it prove the improvement of student motivation. So, hopefully there will be any further research of it.
2. 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.
3. For the institution which related to this research. Hopefully it can be a reference for the innovation of education program. The writer also expect that the government can evaluate the curriculum that was not improve the quality of teaching learning process and the students English achievement, provide the facilities which support the teaching learning aim.
4. For the students, it is better to use a group as a solution for us in solving the problem in our learning that we have, by collaborative learning we can share our idea and our understanding about the material we have and it helps us to increase our understanding about the material.
5. For the writer, this research can improve the ability in managing the ability in manage the class and work collaboratively. Hopefully this research can improve her ability in using collaborative learning in English class and invite the other researcher make a research about it

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**Appendix 1**  
**Lesson Plan in Each Cycle**

**Cycle 1**

**LESSON PLAN (Action 1)**

Level	: Senior High School
Lesson	: Economy
Skill focus	: Reading and Speaking
Materials	: SMU book 3 & Window on the World 3
Audiovisuals	: -
Time	: 2 x 45 minutes

Lesson objectives:

By the end of the lesson students should be able to:

1. Comprehend the text.
2. Mention some vocabularies related with the lesson
3. Retell the text in their own word
4. Answer some questions from book correctly

Motivating strategy: (5 minutes)

1. Give questions such as :
  - Do you know about this picture?
  - What Each person do?

Presentation strategies: (25 minutes)

1. Tell the students that the lesson of the day is reading and speaking about economy
2. Make sure that the students can comprehend the text about economy then let the students discuss together in group about it.

Skill practice :(45 minutes)

1. Ask the students to make a group of six or seven comprehend and answer a question, after that ask them to present their result of work in front of the class
2. Ask the students to retell the text with their own words.
3. Ask the students to do exercise from book

Review: ( 5 minutes)

Ask the students whether they have any difficulties with the lesson. If they do, the teacher may ask a better student to inform them several time or the teacher himself to correct.

Assessment (10 minutes)

Ask the students to read others source about economy.

### LESSON PLAN (Action 3)

Level	: Senior High School
Lesson	: Expression certain and uncertainty
Skill focus	: Speaking
Materials	: SMU book 3 & Window on the World 3
Audiovisuals	: -
Time	: 2 x 45 minutes

Lesson objectives:

By the end of the lesson students should be able to:

1. Express the expression about ability and in ability
2. Practice it in their daily life

Motivating strategy: (10 minutes)

Give questions such as :

- Are you sure he is late?
- Do you think you can do this?

Presentation strategies: (20 minutes)

1. Tell the students that the lesson of the day is writing and speaking about Expression certain and uncertainty
2. Make sure that the students can express that expression

Skill practice :(35 minutes)

1. Ask the students to make a group of 3 or 4
2. Give a dialogue containing expression certain and uncertainty and ask them to practice it in group.
3. Ask the students to make their own dialogue in group.
4. Ask the students to practice it in front of the class

Review: ( 10 minutes)

Ask the students whether they have difficulties with the lesson. If they have it, the teacher explains more until the students understand.

Assessment ( 15 minutes)

Ask the students to write a lot of expression certain and uncertainty.

### LESSON PLAN (Action 2)

Level	: Senior High School
Lesson	: Technology
Skill focus	: Listening
Materials	: SMU book 3 & Window on the World 3
Audiovisuals	: -
Time	: 2 x 45 minutes

Lesson objectives:

By the end of the lesson students should be able to:

1. Comprehend the text from cassette
2. answer the question correctly

Motivating strategy: (10 minutes)

Give questions such as :

- Do you know about Technology?
- Have you ever listen to the people talking about Technology?

Presentation strategies: (20 minutes)

1. Tell the students that the lesson of the day is listening about Technology
2. Make sure that the students can listen it clearly

Skill practice :(35 minutes)

1. Ask the students to make a group of 3 or 4
2. Turn a cassette about Technology.
3. Ask the students to answer the question in group.

Review: ( 10 minutes)

Ask the students whether they have difficulties with the lesson. If they have it, the teacher explains more until the students understand.

Assessment ( 15 minutes)

Ask the students to write about Technology from the cassette.