CHAPTER ONE

Introduction

Background of the study

Language is one of the important things in human life. Language is used to communicate and interact with other people. In Indonesia, English is important language. Bailey (2005) stated that "speaking intuitively seems to be the most important of language skills because people who know a language are referred to as a speaker of the language as though speaking included all other skills''(p.3). There are four important skills of teaching English namely speaking, writing, listening and reading. All aspects of the English teaching need to be taught in a good and fun way. So, students will not be bored. From some skills above, speaking skill is a skill that is very important to increase student speaking English with friends or with teacher in learning process. Speaking skills are used to make students able to speak English correctly and fluently. In speaking English there are some problems that are often found, among others are a lack of understanding of vocabulary, pronunciation, and grammar, and problems with an important role to improving students speaking English. This opinion is supported by Thornbury (2002) by quoting david wilkins said that "Without Grammar very little can be conveyed, without vocabulary nothing can be conveyed". (p.13)

O'Dell (1999, p. 4) stated that you already know hundreds of English words, but to speak in normal situations you need at least 1-2,000 words. It means that the vocabulary has an important role to increase speaking skill. David (2011) argues that there are several factors that affect the speaking skills. Those are individual factors that include maturity, intelligence, training, and motivation factors. David (2011) claimed that students have low skill to speaking

English. A lack of students speaking skills is caused by lack of vocabulary mastery, pronunciation, lack of self confident, lack of motivation, and lack of opportunity to practice. From the problems above, less self-confidence is one reason that is encountered by some students. Lack of confidence makes the students do not dare to speak in front of the class because the students have no ability to speak English well. There are many things that make us often do not feel confident that own when speaking in front of class, fear of making mistake when speaking English, less insight what we know. All the problems happened because students have no motivation.

One of the steps to make students interested and more confident in speaking English is by giving them motivation. The motivation comes from the students themselves or from other people, the motivation from self is called intrinsic motivation. According to Sutikno (2007) intrinsic motivation is motivation arising from within the individual's own without any coercion of others, but on the basis of their own accord. While motivation from other people which is called as extrinsic motivation could come from friends or the teacher. The teacher has big influence to give motivation for students. As Sutikno (2007) said that extrinsic motivation is motivation that arises due to the influence of outside individuals, as an invitation to do something.

Students muallimat Yogyakarta, have some problems that influence students speaking skill. Such as students not confident when speaking in front of class, some students feel afraid to answered teacher question, and also lack of knowledge and vocabulary. All of problems happen that students do not have motivation. As we know, motivation is very important to make students more active in speaking English. For example, motivation to speaking, motivation to change the minds of students that speak English is easy if often to try and practice to have good

pronunciation, or read the book to increase knowledge and get many vocabularies. Another way to motivate the students the teacher can use or apply collaborative learning concept, to increase speaking and motivation of the students because this concept combines collaboration between students with teacher or students with students.

Collaborative Learning is described as a significant change from teacher-centered learning into a student-centered learning. Collaborative Learning uses discussion so that students become more active. This opinion is supported by the opinion of Nizar (2014) who argues that the Collaborative Learning is the learning process of each member of the group who contributes information, ideas, opinions, abilities they have. Gunawan (2012) stated Collaborative Learning is not just working together in a group but rather a learning process that involves the communication process in the classroom. So, this method help students to improving speak English because of the cooperation within groups

The main reason for the selection of collaborative learning method is because this method is very effective and can make students become more active because students are required to discuss by giving ideas, or knowledge that they understand. Based on the background, the writer is interested in conducting research on students' perception toward the impact of collaborative learning on the srudents motivation to speak English grade eight of Muallimat Yogyakarta.

Statement of the Problem

According to the background above, the students of Junior High School of Mualimat Yogyakarta have some problems that influence their speaking skill such as grammar, pronunciation, vocabulary and also motivation. According to Hamer (2001, p. 131), the students are afraid to use English in learning process especially during English class.

Objective of the study

1. To know the students' perception toward the implementation of collaborative learning implemented in Junior high school of Muallimat Yogyakarta.

2. To identify the students' perception toward their motivation to speak English.

3. To investigate the students' perception toward the impacts of collaborative learning on the students motivation to speak.

Research questions

1. What are the students' perceptions toward the implementation of collaborative learning in junior high school of Muallimat?

2. What are the students' perceptions toward their motivation to speak English?

3. What are the students' perceptions toward the impacts of collaborative learning toward the students' motivation to speak**?**

Significance of the research

The results of the research are hoped to be useful for the teacher, students, school, and researcher and also future readers are:

1. For the teacher, to get information, knowledge, and effect used collaborative learning against motivation students.

2. For the students, to improve student achievement in learning to speaking English, Improving good cooperation to discover knowledge, develop insights, and improve the ability to analyze a problem through collaborative learning.

3. For the school, it may provide input to the school about the implementation of collaborative learning to become more effective and efficient so that the quality of learning can increase student learning outcomes.

4. For the researcher, as a source to acknowledge on how to used collaborative learning for increase students' motivation to speak English.

5. For readers, it may provide input to improve the quality of teaching in schools in English speaking students through collaborative learning concept.