

## CHAPTER TWO

### Review of Related Literature

This chapter presents some related information topic of the recent study. It is intended to provide some theoretical concept which could support this investigation. The discussion is presented under the following sub headings: definition of collaborative learning, the purpose of collaborative learning, the advantages and weakness of collaborative learning, steps of collaborative learning, the principles of collaborative learning, definition of motivation, the function of motivation, kinds of motivation, The way to motivate the students in learning English, factors that affects motivation, definition of speaking, the purpose of speaking, related of study and conceptual framework.

### Collaborative Learning

**Definition of collaborative learning.** Asrori (2003) defined “collaboration” as a process which two or more people plan, implement, and evaluate activities together. Barkley (2005) said collaborative learning is two or more students working together and sharing the workload equitably as they progress towards intended learning outcomes. Yahya (2006) argued that collaborative learning is an approach that can contribute to cooperation by giving ideas and opinions in the learning process. From some expert opinions, definition of collaborative learning it can be concluded that collaborative learning divided into small groups with intention students can work and learn together in a group to complete the task together and help each other in group. The collaborative learning on the tasks set by the teacher to be completed along with group members with teachers as facilitators in guiding students completing the task.

**The purposes of collaborative learning.** The purposes of collaborative learning according to MacGroger (2005) are become active problem solvers, help each other in the group and give each other feedback and opinions. Whereas, Widyantini (2006) says the purpose of collaborative learning is to increase student academic achievement and to give students a range of diversity and the development of his social skills. Trianto (2010) stated that the main objective of collaborative learning is to maximize student learning and academic achievement of understanding both individually and in groups. Trianto (2010) also added, because students work in a team, it can improve relations among students of different ethnic backgrounds and abilities develop skills and problem-solving process.

In addition according to Dananjaya (2012) the purpose of collaborative learning are: training the cooperation among students, familiarize students work in teams, and analyze ideas. Collaborative learning requires a modification of the original learning with delivering information of knowledge by individuals through team or group. So, the core of collaborative learning goal is to increase student participation, to facilitate the students, and to provide opportunities for students to interact and learn together other students.

**The advantages and weaknesses of collaborative learning.** Collaborative learning can help students because it has elements of a useful in the learning process. The advantages of collaborative learning according Gunawan (2006, p. 126) are training a sense of caring, increase the sense of respect for other people, training emotional intelligence, training the ability to cooperate / teamwork, training to listen to others' opinions, enhancing motivation to learn, and training the ability to communicate. Whereas, Sanjaya (2008) argues that learning collaboration

has the advantage, namely: through collaborative student learning is not too dependent on the teacher, but can add to the trust's ability to think for themselves, finding information from a variety of sources, and learn from other students. Collaborative learning can develop the ability to express an idea or ideas with verbal words and compare it with the ideas others. Collaborative learning helps children to respect other people.

The weaknesses of Collaborative learning are: if smarter students do not understand the purpose of the learning process they will difficulty, students who are smarter likely to object because the value obtained will be determined by the success of each group, if cooperation cannot be executed properly, then that will work just some good student and active only (Gunawan, 2006, p. 127). Collaborative learning is based on the work of the group. However, teachers need to be aware, that the actual results or performance of any individual is students individual. The success of collaborative learning in an effort to develop a group consciousness requires a fairly long period of time.

**Steps of collaborative learning.** According to (Reid, 1989) there are five steps that must be performed in a collaborative learning which are engagement, exploration, transformation, presentation, reflection. In the engagement stage, teachers assess abilities, interests, talents and intelligence possessed by each student. Then, students' are grouped into good students, and low student achievement. Next is exploration stage. After grouping, the teacher started to give a task, for example by giving the problem that is solved by the group. With issues obtained, all group members must strive to contribute capabilities in the form of science, opinions or ideas. The next stage is the transformation stage where the students with different abilities and each member of the group exchange ideas in group discussions. That way, students who initially have low achievement, over time will be able to raise high achievement. After that is presentation, after

completing the discussion and prepare a report, and then each group presented the results of their discussion. At one of the group make a presentation, and then other groups observe, compare the results of the presentation, and respond. The last stage is reflection after finish the presentation, then there is a process question and answer between groups. The group that did the presentation will accept questions, comments from other groups. With questions raised by other groups, group members must cooperate to give the answer.

**The principles of collaborative learning.** Whereas Johson (1991) emphasized the five principles needed for collaboration in the learning process to be successful, namely first positive interdependence that students must believe that they are learning together and they care about the learning of other students. Second, individual accountability that each group must be realists that they must learn in order for a group of students can contribute, support and help each other. Each student is required to master the subject matter which is used. Third, verbal face to face interaction is the best learning results can be obtained with the verbal communication between students supported by positive interdependence. Students should help each other in achieving the learning objectives. Fourth, appropriate use of collaborative learning skill. Students are encouraged and helped to develop and trust-building, leadership, communication to collaborate so as to create a group dynamic interaction to learn from each other. Five, Group processing is group should be able to assess the goodness of what they did together and how they can perform better. From the principles of collaborative learning above, it can be concluded that collaborative learning emphasize on group work. This small group of students collaboratively share their ideas and information to accomplish task.

## **Motivation**

**Definition of motivation.** Motivation comes from the word "motive" that defined as "the driving force to make students become active" (Sardiman, 2001, p. 71). Another opinion also says that "motivation as forces to do activities to achieve the goals" (Soeharto, 2003, p. 110). According to Dalyono (2009, p. 57) motivation is "the driving force or driving to do something". Mulyasa (2003) said that motivation is the driving force that led to the existence or towing behavior towards a certain goal. Learners will mean it because it has a high motivation.

Whereas, Usman (2000) described that motivation is a process to encourage motives into action / behavior to meet the needs and achieve the goals and readiness within the individual that drives his behavior to do something to achieve the goal. Asra (2009, p. 236) argued that motivation is "the encouragement that comes from within oneself to behave. Encouragement is generally directed to achieve some goal. So that, motivation can provide tremendous spirit of the person to behave and may provide direction in learning". So it can be concluded that the overall motivation is the driving force in the students self that causes an activity so that the desired goal can be achieved.

**The function of motivation in learning according to some experts.** In the process of learning, motivation is very necessary, because someone who does not have the motivation to learn will not be possible to implement learning activities. Motivation is required in determining the intensity of effort learning for students. Motivation also has a function for someone, because motivation can make a person change towards better in learning process.

The functions of motivation according to Sardiman(2001, p. 83) are namely encourage people to do something or as a driver of each activity that will be done, determine the direction is toward the goal to be achieved. Thus motivation can provide the direction and activities that

must be undertaken in accordance with the purpose. Motivation can serve as business driving and achievement.

The opinion is supported by Djamarah (2002, p. 123) who proposed that there are three functions of motivation: motivation as the driving actions that affect the attitude that should be done in the learning activities, motivation as the driving is the existence of a psychological boost that can lead to attitude of the child to do an activity such as activity of study, and motivation as a steering is motivation that can select actions to be performed and not performed.

Meanwhile, Hamalik (2004, p. 161) said there are three function of motivation are encourage a behavior or action without motivation it will not arise something acts like learning. Motivation serves as a director. That is direct action to achieve the desired goal. Motivation serves as the driving motivation will determine how motivation in a job. Furthermore, Hamzah (2011) explains that the function of motivation in learning is encouraging people to do an activity that based on meeting the need. Based on the above opinion can be concluded that motivation can be seen as a function, means that motivation serves as the driving force, as a action and also as director of the individual to perform certain activities in achieving objectives.

**Kinds of motivation.** According Sardiman (2001) motivation divided into two, namely intrinsic motivation and extrinsic motivation.

***Intrinsic motivation.*** Usman (2000, p. 29) said kind of motivation arises as a result of the individual because of the invitation, errand, or coercion of another person so as to do something. Hamer (2001, p. 51) describes intrinsic motivation as motivation which comes from within the individual. Thus, a person might be motivated by the enjoyment of learning process itself or by desire to make themselves feel better. Sutikno (2007) intrinsic motivation as motivation arising from within the individual's own without any coercion of others, but on the basis of their own

accord. It can be concluded that intrinsic motivation is the motivation that arises from self or there is no stimulus from the outside.

***Extrinsic motivation.*** According to Djamarah (2002, p. 117) extrinsic motivation is the opposite of intrinsic motivation. Extrinsic motivation is active motifs and function due to external stimuli. Hamer (2001) defines extrinsic motivation as a kind of motivation which is caused by any number of outside factors, such as the need to pass an exam, the hope of financial reward. The conclusion of extrinsic motivation is motivation that arises because of the influence or external stimuli.

**The ways to motivate the students in learning English.** There are some ways to build the students motivation in learning activities in school Sanjaya (2008) argues that the way to build students motivation is to clarify the objectives, to generate student interest, to create a pleasant atmosphere in learning, to give a reasonable compliment on each student success, to provide assessment, to give comments on students work, to create competition and to cooperation can be a good influence for the success of the learning process of students.

Haling (2007) suggests one way to motivate their learning activities at school is "to give figures, gifts, competition, ego involvement, knowing the results, exams and punishment". According to Brophy (2004) there are five steps to improve students motivation to learn namely direct instruction, feedback is appropriate, reinforcement, reward and punishment.

**Factors that affects motivation.** Some factors that affect motivation according to Rusman (2012) are internal factors and external factors. Internal factor includes physiological and psychological factors. Mudjiono (2009) said that the factors that affect student motivation, among others, are the students ability, the condition of the student, the student environmental conditions, dynamic elements in learning and teaching, as well as the efforts of teachers in

teaching students. Makmum (2004) defines the factors that influence motivation includes age, gender, physical condition, and ability. Hamzah (2006) argues that, in general, there are many diagnostic indicators or elements that support the learning motivation among these desires and wishes succeed, the urge and need to learn, a sense of hope and ideals of the future, the appreciation in the study, the activity of which is interesting in learning, and learning that conducive. So, it can be concluded that the factors that influence motivation is divided into two factors: intrinsic motivation and extrinsic motivation.

To pinpoint factors effecting students' motivation, Paul (2003) defines factors that effects motivation, they are: Home and friends the attitude of friends and family can have a big effect on child's motivation. Transfer-ability, the students who can see how to transfer what they learn into other situations are more likely to have higher motivation than those who do not seek out and recognize opportunities to use the new knowledge they learnt and self perception to motivate students to learn actively, it is important that they perceive themselves as being successful. (p:23)

So, it can be concluded that the factors that influence motivation is divided into two factors are intrinsic motivation and the extrinsic motivation. Intrinsic motivation includes physiological factors, the physical condition and state of physiological functions. Extrinsic motivations are the external factors that influence study, among other things comes from parents, schools, and communities.

## **Speaking**

**Definition of speaking.** Tarigan (2008, p. 16) stated that speaking is ability to utter sounds or words articulation to express, express or convey thoughts, ideas and feelings. Speaking is a tool to communicate ideas that are prepared and developed according to the needs of the listener. Haryadi (2000) argued that in general speaking can be interpreted as an intent delivery



(ideas and thoughts) from one person to another with the intention of using spoken language so they can understand other people. Speaking according to Brown (2001, p. 267) is an interactive process of constructing meaning that involves producing and receiving and processing information. Its form and meaning are dependent on the context in which it occurs. Speaker and listener is a must to build up a mutual communication in speaking activity. Thus, speaking is considered to be inseparable to convey something that we call communication. Communication is the way individual, tell the thoughts, ask questions, ask for help, argue, persuade, explain, and give order each other.

Furthermore, Renandya (2002) said that speaking is one of the central elements of communication. It means that speaking is very important. Speaking is the interaction between two people or more in getting information where there is a speaker and listener. According to Nurgiyantoro (2001) speaking is an activity the second language learners used in daily after listening activity. Based on the sounds of language are heard that humans learn to pronounce and then finally they are able to speak and communication with other people. From the description above it can be concluded that speaking is an activity where a person or group of people speak words to express, declare or convey thoughts, ideas and feelings. Speaking is the interaction between two people or more in getting information where there is a speaker and listener. In speaking people have to pay attention to word choice, grammar and the context so that the listener will understand.

**The purpose of speaking.** The main purpose of speaking is to communicate with others people. According to Tarigan (2008) the purpose of the speakers usually can be divided into four categories namely: speaking to entertain, speaking to inform, speaking to stimulate, speaking to convince. First speaking to entertain speaking to entertain the audience, speakers draw the

listener's attention with a variety of ways, such as humor, and spontaneity. Second speaking to inform speaking for the purpose of informing is implemented if one wishes to describe or explain the process and give something or imparting knowledge. Third, speaking to stimulate speaking for the purpose of stimulating the listener is much more complex than speaking to entertain or speak to inform, because the speaker must influence, or convince the listener. Fourth speaking to convince the main goal is to convince speaking to convince audience of something.

In daily life, speaking is one of the absolute necessities for human beings to live in a good society. Most of our daily lives are dominated by the speaking activities. According to Haryadi (2000), there were some speaking functions. Speaking in life can serve as: fulfillment of human life as social beings, communication tool for affairs or purposes, expression of attitudes and values of democracy, tool development and dissemination of ideas / knowledge, and damper tension, anxiety and sadness.

### **The Review of Related Studies**

Saefurrohman (2004) in experiments research that entitled "Improving Students' motivation through collaborative learning strategies at SMU Negeri 1 Ajibarang" the participants are thirty eight students of third grade in social program participated. 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. The results of the research showed that collaborative learning is effective to increasing the students' motivation. Students could make an interaction between them and make the material more enjoyable. 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.

Gokhale (1995) in experimental research entitled “Collaborative Learning Enhances Critical Thinking” stated that through discussion, clarification and evaluation of ideas can develop critical thinking skills than students who studied individually. The students feel more comfortable and confident to study in group than individually. The result of study show that students critical thinking skills increased after given collaborative learning.

Kurniasih (2012), in her experimental research entitled “Improving the Speaking Ability of the Second Grade Students of SMP N 2 Sruweng Kebumen through flashcard” finds that speaking activities are more enjoyable than earlier condition and the class could be controlled well. Speaking activities make students become interested in English learning to improve their vocabularies.

Septiana Ratnawati (2013) in experiments research that entitled “Improving Learning Motivation and Achievement in English Speaking through Outdoor Learning Activities to the seventh grade students of SMP N 5 Satu Atap Punggelan Banjarnegara find that the students learning motivation in English speaking is increased.

## **Conceptual Framework**

Based on the literature review above, Speaking is an activity where a person or groups of people speak words to express, declare or convey thoughts, ideas and feelings. Speaking is the interaction between two people or more in getting information where there is a speaker and listener. In speaking people have to pay attention to word choice, grammar and the context so that the listener will understand. Motivation is important thing to increase students speaking English. Motivations have two kinds which are intrinsic motivation that come from internal factor and extrinsic motivation that comes from external stimuli. All of motivations have influence to speaking English well. The researcher chooses collaborative learning to improve students motivation to speak English. The goal of collaborative learning is make students more active and also increase students participation in group.