CHAPTER FOUR

Findings and Discussion

This chapter describes the analysis of data and discussion of the research findings. As described in chapter three, the data collected in this study were obtained by using interview techniques. Based on the interview with respondents, researchers can analyze students perception toward the impact of collaborative learning on the students motivation to speak English in junior high school of Muallimat Yogyakarta. The discussion of research findings is divided into three sections, those are the students' perception on the implementation of collaborative learning, the students' perceptions on their motivation to speak English, and finally their perceptions on the impact of collaborative learning on their motivation to speak. Those three findings will be explained in details.

The Students' Perceptions on the Implementation of Collaborative Learning in Junior High School of Muallimat

One of the research questions in this study is to know the implementation of the collaborative learning in Muallimat Yogyakarta. The interviews revealed some important information about the participants' perceptions on the implementation of collaborative learning in their school. The discussion about the implementation of the collaborative learning can be divided into two topics. First topic is about whether the teachers used collaborative learning activities, and the second topic is about the activities done using the collaborative learning principles. In this interview I used group work when I give the questions because my respondents are students junior high school. I think students of junior high school understood group work than collaborative learning.

First, when the participants were asked whether the teacher used collaborative learning in class activities, all respondents stated that their teachers have used collaborative learning activities in the classroom, as shown in this excerpt:

I: Did your teacher use group work in teaching and learning activities?

R2: Yes, the teachers sometime used group work activities, mostly in Biology, Mathematic, or English, or any other subjects that need discussions and group works. (Interview, 2014)

Other participant also stated that their teachers often used collaborative learning in the teaching and learning activities as she claimed that "usually the teacher gave the material and then divided into group to do assignment" (Interview respondent one, 2014). Whereas next respondent said "yes, the teachers often used that [group works], so that students can cooperate when doing assignment" (Interview respondent three, 2014). Other opinion from respondent four she said "yes, usually the teachers gave the materials and then divided us [the students] into groups to do the tasks" (Interview respondent four, 2014).

From the statement of four respondents, two respondents stated that teachers in Muallimat Yogyakarta often used collaborative learning in class, one respondent stated sometime and other respondent stated usually. There are several ways, when teacher used collaborative learning such as group works, discussions, and cooperation with other students. Some ways that teacher used in collaborative learning include the purpose of collaborative learning. The opinion is supported by Dananjaya (2012), who said that the purposes of collaborative learning are: training the cooperation among students', familiarizes students' work in teams, and analyzes ideas. The teachers in Muallimat of Yogyakarta used group work in teaching learning especially

English subject. Other opinion is supported by MacGroger (2005) that the purpose of collaborative learning are become active problem solvers, help each other in the group and give each other feedback and opinions. In group work, students can discuss with members of groups to finish the assignment from teacher. So, the conclusion is that the teachers in Muallimat Yogyakarta used collaborative learning in the teaching and learning process to achieve the learning objectives.

Second, when the participants were asked what activities the teachers asked the learners do in collaborative learning in class, as shown in this excerpt:

I: What are the activities that you usually do in the group of English?

R2: Group work of English for example, we were told to make conversation, we will be given the materials, and after that we discuss the materials (Interview, 2014).

Other participants stated that "usually, teachers gave the materials to make greeting cards, congratulation and invitation then we were divided into groups of five to six students in every group to do the work of the material already presented" (interview respondent four, 2014). The opinion supported by Barkley (2005), he stated that collaborative learning is two or more students' working together and sharing the workload equitably as they progress towards intended learning outcomes. So the conclusion is there are some activities that are performed when teacher Muallimat Yogyakarta using collaborative learning in learning process are; make conversation, discussion, greeting cards, congratulation and invitation.

Third, when participants were asked their opinion about activities in collaborative learning, three students reported that they enjoyed learning in groups, and one respondent claimed that she sometimes dislikes the activities, as shown in this excerpt:

I: Do you like group work in the learning activities?

R1: Yes, I like,

I: Why do you like it?

R1: Because I can do the assignment better in group works than in individual works. If we don't understand something, we can discuss together, so that we can understand the material (Translated from original interview, 2014)

R3: Yes, I like group works because group works make the class more conducive. Students can discuss with members of the group (Interview, 2014).

R4: Yes, I like [group works] because in group works, I can discuss with other friends, and I can complete the task so quickly (Interview, 2014).

The opinion from first respondent, third respondent, and fourth respondent showed that three respondents said that they like collaborative learning because collaborative learning can help them do assignments in group, and discuss together, and can make class more conducive. Making a group of four to five students to cooperate and discuss is include as the advantages of collaborative learning. The opinion is supported by Gunawan (2006, p. 126) who argued that the advantage collaborative learning is to train the ability to cooperate / teamwork, to train to listen to others' opinions, to enhance motivation to learn, and to train the ability to communicate.

However, the respondent who does not like collaborative learning activities stated that "[I] dislike it because some students are not active in discussion" (Interview respondent two, 2014). The statement from second respondent is included in the weakness of collaborative learning. The opinion is supported by Gunawan (2006, p. 127) who claimed that cooperation

cannot be executed properly, then that will work just some good student and active only. So the conclusion is three students likes and enjoy group work because when group work students can discuss together with members of group and make conducive class but one participants dislike because when group work not all students are active.

Fourth, when participants were asked whether group work as an activity in collaborative learning is an effective activity for teaching and learning process, all participants answered that the group work is indeed an effective activity, as shown in this excerpt:

I: Do you think collaborative learning is effective?

R1: Yes, I think is effective because can speak English together in library. (Interview, 2014)

R2: Effective because can help each other friends who do not understand become understood. (Interview, 2014)

R3: Yes, effective

R4: Yes, very effective

The opinion from all participants showed that collaborative learning is an effevtive activity, but students have difficulties when doing group works such as misunderstanding answer in group as stated by first respondent, she said that" the difficulty is misunderstanding answer like some students choose answer 'a' while some other students choose b" (interview, 2014). Third respondent stated the difficulty of collaborative learning is "when there is a friend who does not agree with me debate answers" (Interview, 2014)

Teachers of Muallimat Yogyakarta used collaborative learning as the method to increase students motivation to speak English. The conclusion is that the students of Muallimat in this research agreed that the teacher used of collaborative learning in teaching process is effective because it can help student who do not understand become understood but students also faced some difficulties such as when students do not have good cooperation or team works; there are also misunderstanding answer and debate answer with members of group.

Students' Perceptions toward Their Motivation to Speak English

One of the research questions in this study is to know the students perception about their motivations to speak English. The discussion on students motivation is divided into four topics. First topic is motivation of students to speak English. Second topic is the difficulty to speak English, third topic is factors that influence students motivation to speak English and fourth topic is the ways to improve students motivation to speak English.

First, when the participants were asked ever to practice speaking English, all of participants answered yes ever as shown in this excerpt:

I: Did you ever speak English in front of the class?

R1: Yes, ever. The example study in this school enjoined to speak English, so students must speak English in the English class (Interview, 2014)

R2: Yes, often. Usually [I] learn pronunciation and then try to speak (interview,2014).

R3: Yes, usually greeting or memorizing vocabulary.

R4: Yes sometimes because I am not confident when speaking English in class.

From the opinion above students motivation to speak English is high, show that three students said that they are often speak English in class and one respondent said sometimes practice to speak English. Practice to speak English can add knowledge vocabulary to maximize students to speaking English. The opinion is supported by Trianto (2010) who stated that the main objective of collaborative learning is to maximize students learning and academic achievement of understanding both individually and in group. So, the conclusion is students have high motivation show that students often practice to speak English and learning memorization with friends.

Second, the participants were asked whether to speak English is difficult one respondent stated that sometime difficult but one respondent neutral as shown in this excerpt:

I: Is it difficult to speak English?

R1: [It is] Not too difficult.

R2: It is sometimes difficult, because I do not understand the pronunciation, and often forget the words (Interview, 2014).

R3: Sometimes it is difficult if I can speak but do not understand the meaning.

R4: Not difficult but sometimes I feel confused and awkward when speaking English" (Interview, 2014).

The statements four respondents show that two respondents stated sometimes it is difficult to speak English and two respondents stated that it is not difficult. Some difficulties are like do not understand the pronunciation, forget memorization and also do not understand the meaning.

Third, when the participants were asked whether the factors that factors that influence students motivation to speak English, are pronunciation, confident and memorization as shown in this excerpt:

I: What the factors affect you to speak English?

R1: Usually less of pronunciation and less of confident when speaking English (interview, 2014).

Other respondents stated that "sometimes it is difficult if I do not know the pronunciation and memorization" (interview respondent two, 2014). Third respondent stated that "sometimes it is difficult not to know what the means" (interview, 2014). Fourth respondent stated that it is sometimes difficult when speaking because of not confident. Two respondents have problems with pronunciation, one respondent have problem with the meaning and one respondent have problem with her confidence. Some problems that students have when speaking English are less of pronunciation, and less of confident. The opinion from four respondents includes the problems of the students speaking skill. The opinion is supported by David (2011) who claimed that lack of students skill to speak English, can be caused by lack of vocabulary mastery, pronunciation, lack of self confident, lack of motivation, and lack of opportunity to practice. So, the conclusion is that lack of confidence and lack of pronunciation often become the difficulties of students to speak English.

Fourth, Students of Muallimat Yogyakarta have some steps to increase motivation to speak English like the opinion of the first and third respondents. She stated that "[to increase her motivation to speak, she usually] learned to speak English together with her friends" (Interview,

2014). Whereas, the third respondent stated that "[I like] learning to speak English in group, usually for greeting or memorizing vocabulary". (interview, 2014).

There are several ways to improve students speaking skills, according to first respondent "[I] often use English every day and then practice in daily lives, I also usually learn with friends" (interview, 2014). Second respondent stated that "I like to listen to English songs that have lyrics so I know its pronunciation. If I want to add vocabulary, I usually write the vocabulary in a small paper and memorized it so I can really understand [the vocabulary]" (interview, 2014). Third respondent stated that "I like to learn with a friend who is smarter in English language such as grammar and vocabulary. According to the fourth respondent, she stated that "if you do not know the meaning, you can open the dictionary or make notes of the vocabulary and memorized them, so that is not easy to forget" (interview, 2014). So it can be concluded that listening to English song, memorizing vocabulary, practicing in daily life, learning with friend, and using dictionary are important ways to increase students motivation to speak English.

Students' perceptions toward the impacts of collaborative learning toward the students' motivation to speak

One the research questions in this study is to know students perceptions toward the impacts of collaborative learning toward the students motivation to speak. The interviews reveal some important information about the relation between collaborative learning and motivation to speak English. The discussion about collaborative learning and motivation to speak is divided into three topics. First topic is about whether students confident to speak English in group. And second topic is about collaborative learning increase student motivation to speak English. Third topic is ways to increase students speaking skill.

First, when the participants were asked whether confidence to speak English in front of a group or in front of the class, all respondents stated that more confident speak English in group as shown in this excerpt:

I: are you more confident to speak English in front of a group or in front of the class?

R1: In groups, because in groups, I have to speak to fewer audiences compare to the class. When speaking to the class, there are friends who speak with other friends and they laugh when the others make mistakes (Interview,2014).

Other respondent stated that she is more confident in speaking to groups because there are only some students who see them, while speaking to the class makes her nervous because all of students focus to see her speaking (Interview respondent three, 2014). Next respondent stated she is more confident to speak to groups because she can discuss. If she does not understand, the problems can be solved together, and the students also have opportunity to share and give opinion (Interview respondents four, 2014). All problems that influence students when speaking English in front class are feeling afraid, and being not confident. The opinion of participants is supported by (Hamer, 2001, p. 131) who stated that the students are afraid to use English in learning process especially during communicative activities. So the conclusion is that students are afraid and not confident to speak English in class but students more confident speaking in group.

Second, when the participants were asked if group work can increase the motivation to speak English all participants stated that yes it can, as shown in this excerpt:

I: In your opinion, can the group works increase the motivation to speak English?

R3: Yes, the motivation when my friends can speak English well, so I think I can speak English well.

R4: Yes, because in group work we can share and discussion. So we have opportunity to give opinion (Interview, 2014).

From the opinion above motivation students increased when teacher make group work in class. So the conclusion is group work through discussion and cooperate can increase students motivation to speak English.

Third, when the participants were asked the way to increase motivation to speak English one respondent stated that increasing motivation to speak can be done by using English every day, two respondents stated that learning with other friends who are good in speaking can also motivate them to speak, and other respondent stated that she must always keep the spirit to speak English, as shown in this excerpt:

I: How do you improve your motivation to speak English?

R1: I use English every day and practice in daily life with friends.

R2: I like to listen to English music and see the lyrics so I know the pronunciation.

R3: I must keep my spirit to learn, and motivate myself, and also don't worry in making mistakes (Interview, 2014)

Other respondent stated that "[I motivate myself to learn by] learning with other people that have good speaking English skills, usually I learn about grammar, vocabulary and also to increase my motivation" (Interview, 2014). From the opinion above, the most important to increase motivations to speak English come from students themselves, or what is called as intrinsic

motivation. The opinion is supported by (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. So the conclusion is self motivation important thing to increase students' motivation to speak English by listening English music and learn with other friends.

To create a conducive and effective learning in the classroom specially learning English as well as teachers use collaborative learning. Because of this learning can make students become active and be confident to argue and cooperation within the group. Collaborative learning has an important role for students because required to participate with other students. Students Motivation to speak English increased after the teacher set up group work in the classroom. Because students have the opportunity to discuss, sharing, and argues to completing a task. Although there are some obstacles during group work such as misunderstanding the answers or not all students are active. So, not only a few active students but all students are active.