

## **CHAPTER 1**

### **INTRODUCTION**

#### **A. Background of the Problem**

Motivation is an important aspect in a learning process, not only in learning a language but also in other subjects. If the teachers or the parents can motivate their students in learning something it can of course initiate their willingness in learning. Giving motivation can make the students realize the benefits and the goal of what they are learning. The motivated students can make learning as their habit and giving motivation can improve their achievement in learning.

Motivation has a close relationship with the goal of learning. Whether the students want to study hard or not are based on their motivation in learning. If they have high motivation in learning they will have a willingness to study hard to get the goal. But if they do not have high motivation of course the students do not have willingness to study and they need more time to reach the goal of their study. So motivation is an important aspect in each student to reach the goal of study.

Motivation is a kind of supporting effort to reach the goal of the study. A student makes some efforts in learning to reach the goal in their study. A good motivation in learning can give a good achievement. In other words, the student's achievement depends on their motivation in learning.

Language is the most important part in communication. People must have good language skills to communicate well. Language has four important

components, which are listening skill, reading skill, writing skill, and speaking skill. Listening and reading skills are the receptive skills. And writing and speaking are the productive skills. Thus, these four skills cannot be separated, but they have to stand together as a good language skill. There are many strategies to improve these skills, one of which is by using cooperative learning strategy.

Cooperative learning is a kind of learning strategy based on constructive understanding. Cooperative learning is a learning strategy of some students as a small group with different abilities. In understanding the learning materials or some works given by the teacher the students have to be cooperative and help each other. In cooperative learning, it would not finish if one of the students in the group has not understood of the material. According to Thompson, et al. (1995), in cooperative learning the students study in a small group and help each other. The class is arranged in small groups of 4 or 6 students. Each group has different abilities. The group should be heterogenic in terms of the ability, sex, or background. It will help them to learn how to work with their friends with different backgrounds. This strategy is applicable in some classes such as Madrasah Aliyah Negeri Yogyakarta II because the students in the class have different abilities in English.

Madrasah is a public school which has Islamic characteristics. Madrasah has the same role as other public schools to give skills to the students to develop their life, and also prepare themselves to continue to the higher education level.

Madrasah Aliyah Negeri II Yogyakarta is a public school which has Islamic characteristics and it has the same level as senior high school. This school is under the Religion Ministry of the Republic of Indonesia. Although this school seems like an Islamic high school, the curriculum and other programs of this school are the same as those of other public high schools.

The students in MAN Yogyakarta II have almost the same character with other students in other school in nature. Sometimes they make some noise in the class during the learning activities and there are many students with different abilities in the class. Besides their ability, they also have different motivation in learning especially in learning to speak English. Although they cannot focus on their learning process but some of the students have the willingness to answer the teacher's question but they still use Bahasa Indonesia. And the other good thing is the teacher will help the students to construct their sentences and it motivates the students who have the willingness to participate in the learning process but not for the students who do not have motivation in the class.

Most of students like to have interactions with their friends, like having small talks, gossiping, or for having a deeper discussion, so it will be good for them to learn English by using cooperative strategy. Through this learning strategy they can have some fun with their friends by having a discussion to improve their motivation and skills in speaking English. Hopefully they would feel comfort to speak English with their friends rather than with the teacher by this learning strategy and they will be more confident to speak English in the English class for further purposes. In this case the teacher's role is as a controller and facilitator for

the students. This strategy is student centred strategy where the students are ‘the owner’ of the class. Through this strategy they will have more activities in the class in order to improve their motivation in speak English in the class.

## **B. Identification of the Problem**

Madrasah Aliyah Negeri Yogyakarta II is located in K.H. Ahmad Dahlan Street 130 Yogyakarta. This school has an English Extracurricular program named Speaking Club. This program is scheduled once a week, but in fact it cannot always run once in a week but twice in a month because there are no participants who join the club. This case can be identified by the condition in the class when the students have an English class. In the English class most of them do not use English in their learning activities. Although they do not to have use English, at least they have to speak in English for several times in this class. But they do not have the willingness or motivation to speak in English in their learning process in the classroom. Probably it happens because they feel ashamed to speak in public. In fact, there is a vicious circle of speaking problem. First, people make mistakes when speaking, then they become afraid of speaking, and thus they never get the practice which would enable them to correct their mistakes. Every student has different motivation in learning something, also in learning the English speaking skill. There are some students who like English very much, so they have a high motivation to learn and they are confident to speak English in every occasion. On the other hand there are some students who do not like English at all, so they have less motivation to learn and speak English even they are afraid of English.

Basically, almost all the intermediate students of English have the same problem in speaking English. They do not have the confidence to speak English, because they are too afraid of making mistakes. Making mistakes is one of the processes in learning, so it commonly happens in the learning process.

Actually, they have got enough knowledge to speak in English. They can use the simple sentences to speak. Or they can paraphrase some utterances or words if they do not know how to say it. However they do not make it because they are too afraid of making a mistake.

On the other hand, the English teacher in Madrasah Aliyah Negeri Yogyakarta II had used English in communicating the materials in the learning process although they do not communicate fully in English. Actually not all the students have less motivation in speaking English in the English class. In fact there are some students who always try to speak in English although they find it so difficult to speak English.

Since their environment has the facilities to support their motivation in learning speaking such as tape recorder, and the speaker, and also a listening laboratory to improve their skill, they need kinds of group activities to cooperate their activities that use English. Learning in group with their friends can initiate their motivation in speaking English. If they do not know vocabularies or how to say some utterances they can share with their friends and they will solve the problem together. In this cooperative learning they will need some help from the teacher, but the teacher will not handle the whole process of learning.

### **C. Limitation of the Problem**

This study focuses on improving the motivation of 2<sup>nd</sup> grade students in MAN Yogyakarta II in speaking through cooperative learning. It is limited to the motivation in speaking using one of the cooperative learning strategies named *Two Stay Two Stray* because to speak in English is a big problem for almost all the students in the intermediate level. They are still afraid of making mistakes in speaking English. Actually, there are some factors that affect their speaking motivation such as supporting environment. Young learners will have fun when study with friends rather than study in formal atmosphere with a teacher. They will easily share their difficulties and solve them with their friends. Cooperative learning strategy is a learning technique in which the learners are members of an interdependent problem-solving group in which they collaborate, share and delegate responsibilities, practice with others of varying abilities, and practice communicating with others. So it is compatible to be adapted in improving the speaking motivation of the students.

### **D. Formulation of the Problem**

Based on the background, identification and limitation of the problems, the problem can be formulated as follows:

How does the motivation of 2<sup>nd</sup> grade students in MAN Yogyakarta II in speaking English can be improved through the use of cooperative learning strategy?

### **E. Objective of the Problem**

Based on the formulation of the problem, the objective of the research is to improve the motivation in speaking English of 2<sup>nd</sup> grade students in MAN Yogyakarta II through the use of cooperative learning strategy.

### **F. Significance of the Problem**

This study focuses on improving the motivation in speaking English of 2<sup>nd</sup> grade students in MAN Yogyakarta II through the use of cooperative learning strategy. This problem arises because many students in senior high school still use Bahasa Indonesia in their learning process in the classroom.

Practically this study will be beneficial for:

1. The researcher: this research can improve the researcher's knowledge about the use of cooperative learning strategy in improving student's motivation in speaking and give a new experience of how to conduct an action research.
2. The teachers: This research can be a reference of learning strategy for the English teachers in teaching English and give an experience in teaching speaking by the using cooperative learning strategy and give kind of good input related to the teaching and learning strategy in the classroom.
3. The students: the research implementation can give a new experience of learning speaking English in order to improve their motivation in speaking English.

4. MAN Yogyakarta II: for the school, this study can be a starting point of the effort to improve the student's motivation in speaking English so that the motivation in learning English will be improved.

Theoretically, this study will be beneficial for:

1. English Education Department: The study can be a kind of suggestion or supporting item for the English Education Department to improve the learning materials especially for the English Education Department students and give a good input in order to improve the quality of the learning process in this department.
2. Related participants: This study can be a reference for other researchers in the similar research about improving motivation in learning English.