MOTIVATING STUDENTS TO LEARN ENGLISH SPEAKING THROUGH COLLABORATIVE ACTIVITIES

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ABSTRACT

Motivation plays an indispensable role in the students' English language learning. As a result, teachers are expected to be able to employ miscellaneous teaching activities to enhance the students' motivation. One of them is collaborative teaching activities. In particular, collaborative teaching activities should not only engage students to learn enthusiastically but also help teachers organize and prepare their teaching practices flexibly. The present study accentuated to delineate students' motivation on the implementation of collaborative teaching activities during learning English speaking. The participants were ten students of a university in Banjarmasin, Indonesia. The data were gathered through administering an open-ended questionnaire and analyzed with Thematic Analysis (TA) (Braun & Clarke, 2006). The findings reported that students were motivated to learn English speaking through collaborative activities.

Keywords: Collaborative Activities, English, Motivation, Speaking, Students

INTRODUCTION

Currently, English has played a predominant role to bridge people's communication across the globe. Therefore, English is considered a *lingua franca* (Jenkins, 2007; Andriani & Abdullah, 2017; Taguchi & Ishihara, 2018; Wang, Jiang, Fang & Elyas, 2021). In response to this significance, the Ministry of Education and Culture (hereafter, MONEC) has decided to introduce English from elementary to the tertiary educational levels (Mistar, 2005; Musthafa, 2010). To illustrate, most of the students are required to participate in English as a compulsory subject (Mistar, 2005). Even it had ever become a requirement to graduate from schools under the national examination program although it was omitted recently (Nufus, 2021). Overall, familiarizing students with English from early education is assumed to facilitate them in gaining sufficient exposure to English for real communication.

Practically speaking, teaching English in Indonesia tends to put a heavy emphasis on grammatical competence (e.g. grammar) rather than communicative competence (e.g. English for daily communication) though the curriculum leads the teaching and learning practices to be communication-oriented activities (Sulistiyo, Haryanto, Widodo, & Elyas, 2020; (Wahyuningsih, S., & Afandi, 2020; Amalia, Abdullah & Fatimah, 2021). This phenomenon can inhibit students from deploying English for communicative purposes. As an example, numerous English teachers teach grammar and reading more than other language skills (e.g. listening, speaking, and writing) and language components (e.g. vocabulary and

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pronunciation) (Wahyuningsih, S., & Afandi, 2020). Thus, students are accustomed to focusing on utilizing English grammatically but they are not able to express their ideas communicatively and contextually. Briefly stated, teaching English in Indonesia still adheres to accuracy-oriented activities rather than fluency-based activities.

Grounded in these phenomena, teaching English communicatively has been a center of attention among linguists, TESOL practitioners, and researchers over the last few decades. As an example, applying the Communicative Approach (hereafter, CA) in Indonesian English language education has become a pivotal priority of MONEC. This can be proven from the curriculum reform in English language education to focus on equipping students to be able to exert English as a medium of communication both for their academic and professional purposes. This motivates both teachers and students to optimize the students' productive skills in English, such as speaking and writing (Wahyuningsih, S., & Afandi, 2020; Abdullah, Tandiana & Amelia, 2020). Consequently, creating a communicative and interactive classroom atmosphere amid English language teaching practices remains demanding.

Unfortunately, the spirit of seeing English not only as a grammatical competence is challenging (Silalahi, 2021). As a matter of fact, some teachers still think paradoxically that learning a language should be taught deductively. In this case, students are introduced to grammatical rules initially to help them move to other language skills, including speaking. With this in mind, students prioritize learning English grammatical rules to establish their language foundation. In fact, this teaching practice hinders them to utilize English communicatively and contextually. Another reason is teachers tend to apply score-oriented teaching activities in which affect students to learn English based on scores as the ultimate goals not enhanced English competencies and performances as the learning outcomes. Further, English is only learned and communicated in the classroom. This classic circumstance inhibits students to have sufficient exposure to English. Hence, they may be reluctant to speak English in real-life contexts. Such a phenomenon is psychologically influenced by their language learning motivation. Briefly stated, generating, enhancing, and maintaining their motivation while English language learning activities remain vital.

Although previous research has revealed that language learning motivation has been widely investigated (e.g. Dörnyei, 1994; Csizér & Dörnyei, 2005; Lasagabaster, 2017; Thompson, 2017; Oga-Baldwin & Fryer, 2020; Papi & Hiver, 2020; Schiller & Dorner, 2021; Darvin, R., & Norton, 2021), limited empirical attempts emphasize on depicting students' motivation on the implementation of collaborative teaching activities during learning English speaking. For this reason, the present study aimed at filling the investigative gap.

LITERATURE REVIEW

Speaking has become one of the most essential language skills to facilitate the speakers in expressing what they think and perceive effectively (Nunan, 2000). In line with such a notion, English speaking is regarded to be extremely crucial for supporting students to establish an acceptable and intelligible communication (Omer & Attamimi, 2014; Pattanapichet & Chinaokul, 2011, as cited in Namaziandost et al., 2019). Harmer contends that students communicating English actively enable them to understand what they speak and other speak to them orally (Harmer as cited in Namaziandost et al., 2019). In other words, it supports the process of language comprehension. Additionally, speaking is a significant language teaching resource that enables language learners to communicate not just in terms of their experiences

but also in terms of their answers (Richard, 2008; Ur, 2012 as cited in Namaziandost et al., 2019).

Similarly, speaking is considered as a language to reveal the students' perceived emotions (e.g. happy, sad, motivated, demotivated, enthusiastic, bored, etc.) (Lazaraton, 2014; Namaziandost et al., 2019) In other words, communicating in English contextually can give students opportunities to experience the use of English for real communication. Richard (2000) maintains that this process is a springboard to reach communicative competencies.

Dealing with the abovementioned arguments, Communicative Competencies are presumed theoretically to be a part of Second-language Acquisition (hereafter, SLA). On the other hand, Communicative Language Teaching (henceforth, CLT) represents pedagogical practices of how communicative competencies are instilled during English-speaking activities (Ohno, 2006). In addition, Tavil (2010) affirms that Communicative Competencies enable students to convey what they know orally through a certain language (e.g. English) as a medium of communication. With this in mind, Savignon (2002) suggests that bringing Communicative Competences to language teaching and learning practices in the classrooms help students to become an effective communicator (Savignon, 2002, as cited in Farooq, 2015). Furthermore, Hymes (1972) added that Communicative Competencies are a manifestation of how a speaker express, comprehend, and negotiates a meaning with a language. In short, facilitating students to utilize English communicatively drives them to undergo meaningful experiences while English language learning activities and help them build the notion of language use (Stern, 1981; Ohno, 2006). To realize these, the motivation of the students should be maintained.

Concerning the pivotal roles of motivation in English language learning, paying more attention to it is highly needed. To illustrate, motivation offers students chances to employ a language for their communicative purposes (Baker & MacIntyre, 2003; Dornyei, 2003; Gardner, 1985; Gardner & Cle'ment, 1990; Klein, 1986; Masgoret & Gardner, 2003; Noels, 2003; Noels, Pelletier, Cle'ment & Vallerand, 2003, as cited in Wehner et al., 2011). Similarly, motivation generates the students' willingness to engage in language learning activities although they commonly encounter some challenges (Horwitz et al, 1986, as cited in Naranjo, 2014). Furthermore, Shearin (1994) maintains that attitudes and motivation of acquiring a language vary based on contexts of learning, such as English as a second language or English as a foreign language. To illustrate, Horwitz (1990) claimed that the Philippine English language learners tend to be driven by predictive instrumental motivation instead of integrative motivation even though integrative motivation is highly prioritized rather than instrumental motivation. On the other hand, Oxford, Talbott, and Halleck (1992) maintained that internal motivation was much more emphasized on integrative motivation due to its effective supports to their professional developments (e.g. future careers) as occurred in the United States. Shortly, students' language learning and motivation are influenced by geopolitical and geographical aspects (Dornyei and Clement, 2001).

Viewed from another classification of motivation. Ur (1996) explicate that motivation can be categorized into two major types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation emerges when students indicate their willingness to get involved in teaching and learning practices intrinsically. On the other hand, extrinsic motivation occurs when the willingness appears from the offered rewards.

In addition, Brown (1987) categorizes motivation into three kinds, namely global motivation, situational motivation, and task motivation. First, global motivation is a motivation focusing on the general orientation of students to a target language learning. Second,

situational motivation refers to the notion of motivation viewed from how it is implanted practically during target language learning activities. Third, task motivation is a willingness to engage and accomplished the assigned tasks autonomously. With these in mind, reinforcing the students' motivation amid English language learning practices is a springboard for teachers to optimize their language learning engagement and reach the intended learning outcomes effectively.

However, raising the students' motivation to learn a language (e.g. English) remains challenging. As an example, the students tend to personally be uninterested to learn a foreign language due to their biased perspectives on understanding the contributions of foreign language learning. Another fact is inadequate exposure to foreign language learning. This circumstance can hinder them to recognize the forms, functions, and meaning of such a foreign language. As a result, they tend to avoid learning it. Further, monotonous teaching and learning practices in the classroom make students disengaged from the situated and planned teaching and learning practices in the classroom (Celce-Murcia and Olshtain, 2000).

In response to these problems, various instructional techniques can be applied to motivate students to learn English. For instance, Ur (1996) promotes topic- and task-based practices to engage them in English language learning activities, including speaking. These practices enable them to focus on goal-oriented learning activities in which they should be able to attain. Besides, changing a paradigmatic teaching practice from accuracy-oriented exercises to fluency-based activities. By doing so, teaching English speaking communicatively can be realized.

METHODOLOGY

The method used in this research was qualitative research because the researchers want to describe students' perception of collaborative activities to motivate students' speaking skills. Qualitative research focused on understanding social phenomena from the views of the participants in the natural setting (Creswell, 2014). The participants of this research were 10 English students of speaking course subjects in a university located in Banjarmasin, Indonesia. Those students were in the intermediate speaking class and had done a few collaborative activities like fun games and role-playing activities in a group during the classes. The Instrument used in this research was an open-ended questionnaire which is spread out using Google-Form. The responses of the participant have been recorded in the researcher's email. Then the researchers analyzed the student's responses by using thematic analysis (Braun & Clarke, 2004).

FINDINGS AND DISCUSSION

Based on the questionnaire, the students perceived collaborative learning activities as good activities. Most of them agree that collaborative activities make them very interesting to join the speaking activities. Collaborative activities were designed as role-play games that play in a group. Each group has one situation that must be practice in front of the class. The students are put into groups; the first group consists of six persons, and the second one, as many as the rest of the students in the classroom, as the judges who decide who will get the heart. The students decide who is who in each group and the teacher then hands out the following cards to the individuals, with the instruction that they should read them but not show them to anyone else. The teacher tells the students that they can ask their friends (the 1st group) about any details they are not sure of. Other activities are barrier games, information

share, inquiry and elimination, and rank order. In barrier games, the students need to be arranged back-to-back or put some of them behind a screen (barrier). Next, one student is given a complete set of instructions that must be conveyed verbally to the second student who completes the task. The game continued until the last students in that group presented their set of instructions. For the information share game, each student will have some part of the information which necessary to be completed as a task or as a problem. All the members of the game must share their information to accomplish the task. Furthermore, for the inquiry and elimination games, a group of four or five students works together. One of the students will have a set of information that must be obtained by the others through questioning and eliminating irrelevant items. Then the group decides the solution based upon their inquiry. The last game for this part is rank-ordering, the students need to work together in a small group to suggest some solutions to solve the problem and reach a consensus rank orderly. The rank order should be based on the usefulness of each of the solutions and the urgency of that problem. The achievement of successful communication goes under a lot of practice to use the new language in written as well as in spoken form. Among those activities, all of the students stated that they were fond of gamification either in role-playing or random speaking games make the classes enjoyable. All of them stated that they will try to not miss the classes because these collaborative activities are one way of assisting them in collaborative strategies to improve their speaking skill. Furthermore, from this observation, the students are expected to speak fluently without thinking too much about the ideas or situations in the classroom. Based on the result of the questionnaire, most of them enjoyed group activities because they prevent boredom and contribute to better ideas for speaking activities.

The questionnaire about collaborative activities in speaking skill enhance their motivation, most of the students also agree that collaborative activities make them getting the higher motivation to show their best effort in speaking activities. It is because speaking activities that conduct in collaborative ways allow the students to explore their speaking with the other students in the group. Dörnyei defines the term motivation as an abstract, hypothetical concept that we use to explain why people think and act as they do" (Dörnyei, 2001, as cited in Vránová, 2020).

Motivation also refers to a basic feature of the ways we think and act that is related to our desires and desires (Dörnyei, 2001, cited in Vránová, 2020). In addition, most of the students agreed that collaborative learning is the technique that is used by the teacher to design teaching and learning process more interactive and this technique enhance their motivation. In addition, Dörneyi also argues that setting targets dramatically increases productivity and therefore Locke's and Latham's theories have been widely used to improve employee motivation and performance. It has also been shown to be equally relevant to educational contexts (Dörnyei, 2001, cited in Vránová, 2020). In this technique, students suggest that the technique is designed to make all of the students getting interaction with each other. Almost all of the students also agree that collaborative learning is more interactive than individual learning. Meanwhile, Collaborative activities expect that knowledge is social. It is constructed by communities of individuals and that the shaping and testing of ideas is a process in which anyone can participate. It is related to the theory which stated that setting is the one way to increase employee motivation and performance, and it is also relevant with educational context that setting of the activities in the learning process increases the students' motivation to show the best performance.

Collaborative groups provide learners with opportunities to practice discovering answers on their own without being directly instructed by a teacher or a textbook. According to

Hauserman (1992), learners in collaborative activities shared academic goals and the performance of the group members, unlike traditional instruction, in which students are encouraged to work independently. (Sapon-Shevin and Schniedewind, 1993) stated that collaborative activities used in the classroom are often multilevel and multidisciplinary, calling for the 'gifts' of a variety of students. A number of collaborative activities can be used to motivate students to participate in the classroom. One of the activities for speaking is role-playing. Role-play activities, as elaborated in the Nonstop Discussion Work Book (Rooks, 1981), are those where the students are asked to imagine that they are in different situations and act accordingly.

The students also agree that there is a relationship between collaborative activities with motivation. They stated that when doing collaborative learning activities, the student got motivated to try their best effort to show their speaking skill when playing the role-play activities. It is also related to this theory creative exercises are typically structured to provide either creative practice opportunities for expected language products or general fluency practices where the particular language emphasis is less important. Some tasks for freer practice include interaction or knowledge gap, role-playing, simulations, free conversation, sports, jigsaw, and problem-solving. These exercises are paired with cooperative strategies to inspire students and develop their speaking skills (Hedge, 2008; Kandasamy & Habil, 2018; (Namaziandost et al., 2019).

The questionnaire results reported a majority of the students realized that collaborative learning enables them to enhance their English speaking learning motivation. Once they were motivated, they were able to gain what they desired in English language learning activities, notably speaking. Besides, since English speaking is one of the most influential language skills among other language skills (e.g. listening, reading, and writing), students were aware to learn it. As an illustration, they engaged in various English-speaking learning activities provided by the teacher in the classroom. Hence, successful classroom English-speaking learning activities can be attained. Ur (1996) argued that students' talks, engagement, enhanced motivation, and measurable language level have become a manifestation of effective English-speaking learning practices. Furthermore, Celce-Murcia and Olshtain (2000) argue that providing students with genuine opportunity to express their individual opinions and to apply their experience towards significant aspects of the classroom-speaking activity. According to Scarcella and Oxford (1992), the growth of the ability of learners to speak is affected by three factors: the ability to communicate with more experienced peers and native speakers, fluency, and accuracy exercises designed to improve their ability to speak, and strategy preparation. In relation to interaction opportunities, learners need to be introduced to various model speakers through films, visitor/guess speakers, team teaching, and peer teaching. Meaningful and interesting interaction can also be increased utilizing paired and small group activities which can greatly multiply the number of chances to speak English. Although fluency can be improved by allowing learners the opportunity to convey their ideas in unstructured conversational contexts, the consistency of the learner can be established through experiences with more experienced peers and native English speakers, as well as certain conversational and community skills. As far as speech training techniques are concerned, learners' speaking skills may be improved by teaching them tactics such as turning around, interrupting, asking for clarification, asking for refilling, slowing down the speed of conversation, and so on (Scarcella & Oxford, 1992). Finally, Celce-Murcia & Olshtain (2000) stated that presenting conversational exercises on a spectrum from easier to more challenging tasks would help to improve their ability to communicate. For young or early learners, the

instructor will start guessing games that involve only one-word answers and progressively increase the complexity so that the learners have the opportunity to express themselves using longer discourse units as soon as possible. They further expand on two classroom exercises and some critical elements that teachers should remember when trying to improve learners' speaking skills.

CONCLUSION

The present study aimed at scrutinizing the students' motivation on the implementation of collaborative teaching activities during learning English speaking. The findings outlined that students were motivated to learn English speaking through collaborative activities. This reinforces the importance of English for communicative purposes. Briefly stated, exposing students to English spoken activities enables them to immerse themselves in real-life communication contexts. Further, they may apply English not only in the classroom activities but also language as a medium of communication for daily activities. With this in mind, motivation is highly demanded to reach successful English-speaking learning.

Even though this study offers insightful empirical evidence on the significance of the students' motivation on the implementation of collaborative teaching activities during learning English speaking, it showcases some limitations. First, the current research only applied an open-ended questionnaire administration as a sole data collection technique. Further studies should utilize various data collection techniques to triangulate the perspectives of gathered data and maintain the credibility of the data. Second, this research adapted non-native speakers of English as a focus of the investigation. Future studies are expected to examine it from the native speakers of the English lens.

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