

Scrutinizing How Students' Motivation to Speak English in the Classroom Triggered by Collaborative Learning Method Implementation

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Abstract: This study investigated how the senior high school students' motivation to speak English in the classroom was shaped by the implementation of Collaborative Learning Method (CLM). Referring to the status of English as a foreign language in Indonesia, students often lack authentic speaking opportunities, leading to the student's low confidence and fear of making mistakes. Through Descriptive Qualitative Research Design, the research data were collected from the six eleventh-grade students by using semi-structured interview and analyzed using Braun and Clarke's (2006) Thematic Analysis. The findings proved that CLM shaped students' speaking motivation through twelve ways: having fun activities, various activities, supports, encouragement, trigger to speak, comfortable learning atmosphere; and future goals, speaking cooperation development; language anxiety decline; peer help, the students' motivation influence to speak, and the rise of students' will to complete the tasks. Finally, those twelve ways could be claimed as the contributing factors for students' willingness to speak English in classroom. With regard to Uno's Five Key Motivational Indicators, they could be classified into (1) interesting activities enhance students' engagement, (2) encouragement and needs in learning, (3) hopes and aspirations, (4) strive to improve speaking in the classroom, or (5) learning environment. Further, suggestions for English teachers are to implement CLM to motivate students to speak English in their classrooms and future researchers to explore CLM impacts on students' motivation to practice other language skills across different grade levels.

Keywords: Collaborative Learning Method; Speaking in the classroom; Students' Motivation to Speak English

1. INTRODUCTION

In Indonesia, English plays a role as English as a Foreign Language (EFL). Hence, students only find opportunities to speak English in class. Consequently, most of them may struggle with speaking because of some factors such as afraid of making mistakes, lack of confidence, and have limited opportunities to practice in authentic setting (Zarrinabadi, 2014). Therefore, in the process of learning to speak in class, strong motivation is needed by the students. In the field of education, motivation has been identified as a critical factor affecting learning (Lim, 2004). Gross (2006) defined motivation as "student's willingness, need, desire, and compulsion to participate in, and be successful in the learning process. Motivation can arise not only because of internal factors but also because of external factors. One of these external factors is the use of teacher teaching methods in speaking learning. The alternative teaching method that teachers can use is Collaborative Learning Method.

Collaborative Learning Method has gained recognition as an effective method that promotes students' engagement and interaction. This method involves peer-to-peer interaction, where students work together in small groups to achieve common learning goals (Slavin, 1995). In the context of speaking, Collaborative Learning Method provides opportunities for students to practice using language in an interactive and supportive environment, which may enhance their motivation and willingness to speak. In a collaborative learning environment, students engage in meaningful

communication, which promotes active participation and authentic language use (Mercer, 2019). Studies also suggests that peer interaction in small groups can reduce anxiety, making students feel more comfortable expressing their thoughts (Jacobs et al., 2002; Dörnyei & Murphey, 2003).

The researcher identified the use of the Collaborative Learning Method (CLM) in speaking instruction at a senior high school in Jember and subsequently conducted interviews with students. The interviews revealed that students perceived speaking as a difficult skill, often resulting in a fear of making mistakes. This occurred due to several factors, such as an uncomfortable learning atmosphere and monotonous classroom activities. This resulted in students' hesitation to use English during classroom activities.

Statement of Problem

Due to several problems faced by the students during speaking instruction, the teacher decided to implement Collaborative Learning Method as an alternative method to support their willingness to speak. Saefurrohman (2004) found that the Collaborative Learning Method was effective in increasing students' motivation. Similarly, a study by Rusmanayanti et al. (2021) revealed that students perceived the activities involved in the Collaborative Learning Method as beneficial and engaging. However, much of the existing research has relied on quantitative methods such as surveys and test scores, which may not fully capture the depth of students' personal experiences, emotional responses, and attitudes toward speaking. Therefore, there was a need for a qualitative study that explored how senior high school students' motivation to

speaking English in the classroom was shaped by the implementation of Collaborative Learning Method. By focusing on students' experiences, this study aimed to provide a deeper understanding of how students' motivation to speak English was shaped by the implementation of Collaborative Learning Methods in senior high school EFL classrooms. Based on the explanation above, the research question is: How was senior high school students' motivation to speak English in class shaped by the implementation of Collaborative Learning Method?

Purpose of Study

Referring to the research question, the research objective aimed to explore how was senior high school students' motivation to speak English in the classroom shaped by the implementation of Collaborative Learning Method.

2. LITERATURE REVIEW

The purpose of this section is to explain the theories related to the research problem. They are students' motivation in language learning, Collaborative Learning Method, and students' speaking skill.

2.1 Students' Motivation in Learning Language

Motivation has an important role and has a big impact on the learners' progress and achievement in their language learning. The Oxford Dictionary (2013) defined motivation as the 'desire or willingness to achieve something'. According to Gardner (1985), students' attitudes toward the second language and their perception of the learning environment are crucial factors for their motivation. Uno (2006) mentioned indicators of motivation are: (1) there is a drive and need for learning; (2) there are interesting activities for learning; (3) the existence of reward in learning; (4) there are hopes and dreams for the future; (5) there is a desire to do an activity (6) there is conducive learning environment.

Another well-known theory of motivation is Deci and Ryan's (1985) Self-Determination Theory (SDT). According to SDT, students are motivated to participate in activities by three essential psychological needs: relatedness, competence, and autonomy. The level of control that language learners have over their learning process is referred to as autonomy. While relatedness refers to the social connection and support that students receive from their peers and instructors. Competence is related to the student's perception of their capacity to learn the language

Furthermore, Harmer (1991) identified the characteristics that influence students' motivation in speaking, those are: physical condition, method of teaching, the teacher, and success. Physical condition is related to the classroom environment. Classroom environment plays a vital role on the students' speaking motivation. If students had to study in an uncomfortable classroom environment such as overcrowded students, this would reduce the students' motivation or even lose students' enthusiasm to learn. While, method of teaching refers to the teacher's method of teaching and how it affects

the students' motivation to speak in class. Students' motivation will be lost if they feel bored on the teacher's teaching method. According to Harmer (1991), if the students lose confidence in the method, they will become demotivated. Meanwhile, the teacher also plays a crucial role in the teaching and learning activity. Teacher needs to create a creative strategy in order to drive students' motivation especially in the speaking activities.

2.2 Collaborative Learning Method (CLM)

The concept of Collaborative Learning Method is pairing and grouping students for the purpose of achieving learning objectives (Gokhale, 1955). Students in groups of two or more collaborate to solve problems, complete the task, or grasp new ideas (Laal, 2012). Lin (2015) mentioned several principles of Collaborative Learning Method, those are: (1) provide language practice opportunities, (2) improve students' speaking quality, (3) create a positive learning environment, (4) promote students' social interaction, and (5) allow students' critical thinking. Collaborative Learning Method benefits students by improving their speaking abilities and self-management; encouraging student interaction; increasing student confidence and responsibility; increasing understanding of different points of view; and preparing them for future life and employment situations (Agustina, 2022).

Collaborative Learning Method, based on Vygotsky's Sociocultural Theory (1978), emphasizes the importance of social interaction in cognitive development. In the teaching and learning process, interaction among students and between students and teacher helps students to enhance their development. It is supported by the Zone of Proximal Development (ZPD), which is defined by Vygotsky (1978) as "the distance between the actual development level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers." Collaborative Learning Method provides students with opportunities to gain new idea and establish interaction with their peers during the learning process. Lin (2015) suggested that peer interaction can improve students' ZPD and play an important role in language learning situation.

2.3 Students' Speaking Skill

Speaking proficiency has become the greatest attention among both the language teachers and the language learners. This is due to the fact that speaking is a crucial part of language learning. According to Ladouse (1991), speaking is described as the ability to express a situation, or the activity to report acts or situation in precise words orally. The main goal of English language teaching is to give students the ability to communicate clearly and effectively in English (Davies & Pearse, 2000). Thus, enhancing speaking skill is critical for students' academic and personal development. Effective teaching strategies and appropriate classroom methodologies are essential for enhancing students' speaking skills. In this regard, Collaborative Learning Method serves as a valuable method to promote students' speaking skills. In the context of English language learning, particularly speaking, collaborative

learning provides opportunities for students to use the language in meaningful, real-life communication, thereby increasing their motivation to speak. Activities such as group discussions, role plays, jigsaw tasks, problem-solving activities, and think-pair-share are commonly employed in the Collaborative Learning Method to foster student interaction, cooperation, and speaking practice (Lyman, 1981; Slavin, 1995; Ur, 1996).

3. RESEARCH METHODOLOGY

This section discuss the research methods used in this research. It includes the research design, area determination method, research participants, data collection method, and data analysis method.

3.1 RESEARCH DESIGN

This research used a Qualitative Research Method with a Descriptive Qualitative Research Design. Creswell (1994) stated that the purpose of Descriptive Research Design was to gather information on the current existing condition. Creswell (2012) continued that the purpose of this research design was to find a detailed explanation and description of the research systematically. As a result, the researcher employed a Descriptive Qualitative Research Design, as it was considered appropriate for providing an in-depth analysis of how students' motivation to speak English in the classroom was shaped by the implementation of the Collaborative Learning Method.

3.2 AREA DETERMINATION METHOD

This research conducted at one of the sub-districts Senior High Schools in Jember Regency. The school was chosen by the researcher because of several reasons. First, the school had a good method of learning to speak. The students were required to speak English on Friday or it was commonly called English Day. Second, the English teacher of this school also said that this school has implemented Collaborative Learning Method as students' speaking method in their English class.

3.3 Reseach Participants

The participants of this research were the six students of the eleventh grade in the academic year 2022/2023. The participants were selected with the assistance of the English teacher for the eleventh grade in that school. I asked the teacher to choose six students based on the range of their English scores. They were two students with the highest scores, two students with medium scores, and two students with the lowest scores. Two students with medium scores were randomly selected by the English teacher. I used this method because I wanted to know the students' personal experiences with the implementation of Collaborative Learning Method in shaping their motivation to speak English in the classroom, across different levels of speaking competence.

3.4 Data Collection Method

This research used semi-structured interviews. Semi-structured interviews are distinguished by a predefined set of

open-ended questions that allow for in-depth exploration of themes or responses based on the interviewee's responses (Kallio et al., 2016). This is because in semi-structured interviews, the questions could be prepared in advance and could be followed by additional questions during the interview process to obtain more in-depth statements from participants.

3.5 Data Analysis Method

In this research, the data were qualitative, and the interview results were analyzed using Braun and Clarke's (2006) Thematic Analysis. This method consists of six steps, namely familiarizing data, generating code, searching for themes, reviewing themes, defining themes, and writing up a report.

4. FINDINGS AND DISCUSSION

This section presents the findings of the research. It is divided into two sections, namely the findings and discussion sections.

4.1 Findings

This section reports the findings that I have obtained regarding how students' motivation to speak English in class was shaped by the implementation of the Collaborative Learning Method on senior high school. The result of the Thematic Analysis showed that there a total of twelve ways in which the Collaborative Learning Method shaped students' motivation to speak English in the classroom. They were having fun activities, having various activities, fostering speaking cooperation, helping each other, reducing language anxiety, future goals, being triggered to speaking, being encouraged by peers, having supports of peer members, influencing the students' motivation to speak, rising the students' will to complete the tasks, and having comfortable learning atmosphere. The findings aligned with Uno's(2006) five key motivational indicators: interesting activities enhance students' engagement, encouragement and needs in learning, hopes and aspirations, strive to improve speaking in the classroom, learning environment. The results were presented in the following table.

Uno's Key Motivational Indicators	Ways Collaborative Learning Method Shapes Students' Motivation to Speak
1. Interesting Activities Enhance Students' Engagement	a. Having Fun Activities b. Having Various Activities
2. Encouragement and Needs in Learning	a. Fostering Speaking Cooperation b. Helping Each Other c. Reducing Language Anxiety d. Being Encouraged by Peers

3. Hopes and Aspirations	a. Having Future Goals
4. Strive to Improve Speaking in the Classroom	a. Triggering Students' to Speak b. Having Supports of Peer Members
5. Learning Environment	a. Influencing the Students' Motivation to Speak b. Rising the Students' Will to Complete the Tasks c. Having Comfortable Learning Atmosphere

improving speaking ability for future academic and professional opportunities. Uno (2006) emphasized that hope and dreams for the future are vital motivational components. In this regard, Collaborative Learning Method was seen as a practical step toward achieving these future goals. Similarly, Lamb (2012) found that Indonesian learners who had clear international goals showed higher motivation to learn and use English communicatively. This study supports such findings, but extends them by showing how collaborative environments can provide not only the space for practice, but also peer reinforcement that sustains those aspirations.

The theme of strive to improve speaking in the classroom showed that students were not only externally encouraged but also internally driven to participate actively. Group interactions in Collaborative Learning Method settings often trigger a desire to speak more, especially when peers were supportive and the atmosphere felt safe. This reflects Dörnyei's (2001) concept of integrative motivation, where learners are motivated by the desire to become part of a language-using community. In contrast with classroom settings where students may be afraid of making mistakes, Collaborative Learning Method minimizes this fear, thus encouraging students to take more risks in speaking, a necessary condition for oral language development.

Lastly, the indicator of a conducive learning environment was supported by multiple student-reported, including the classroom's comfortable learning atmosphere, influencing students' motivation to speak, and rising students' will to complete the tasks. Students said that speaking activities on Collaborative Learning Method provided positive and supportive classroom atmosphere. This is in line with Uno (2006) statement that a supportive learning environment is essential to fostering motivation. These findings are supported by Hamid and Susilo (2020), who found that students are more motivated to communicate in a foreign language when the classroom environment is comfortable and encourages interaction. While some previous studies focus more on how teachers manage the class or behave, this research shows that groupmates play a bigger role in motivating each other. Additionally, it shows that learning is more about teamwork than just following the teacher.

Finally, the findings of this study support and expand upon previous research and theory. While previous research often highlighted only one or two of these factors, this study provides a more integrated perspective by showing how these motivational elements interact within Collaborative Learning Method to support students' willingness to speak English in the classroom. The findings of this study align closely with Uno's (2006) indicators of student motivation and reinforce the conclusions of several previous studies. The Collaborative Learning Method was found to be an effective method in encouraging students' speaking motivation through engaging activities, supportive peer interaction, reduction of anxiety, and provided a positive and comfortable classroom atmosphere. Fardhani et al. (2022) also indicated in their

4.2 Discussion

In addressing the research questions, this section discusses the findings regarding students' motivation to speak English in the classroom was shaped by the implementation of the Collaborative Learning Method. This research found that fun and varied activities under Collaborative Learning Method enhance students' engagement. Students stated that fun and varied collaborative tasks made learning more enjoyable and reduced their fear to speak. This is in line with Uno's (2006) that interesting activities is a key component of student motivation. The findings also supported by Harmer (2001), who argued that collaborative tasks such as group discussions, role plays, and problem-solving not only create opportunities for communication but also engage students more deeply. Panitz (1999) similarly argued that interactive learning fosters student interest. While earlier studies emphasized engagement, this research adds that such activities also help reduce language anxiety among less confident students, an emotional factor often overlooked.

Moreover, students indicated that working collaboratively helps fulfill their encouragement and needs in learning. They claimed that the opportunity to work together, help one another, and reduce speaking anxiety encouraged a sense of support in the learning process. This aligns with Uno's (2006) motivational indicator related to the encouragement and need for learning. Students felt that working in groups reduced their fear of speaking and gave them opportunities to learn from peers. These findings are further supported by Vygotsky's (1978) sociocultural theory, particularly the concept of the Zone of Proximal Development (ZPD), where students develop skills through social interaction with more capable peers. Saefurrohman (2004) also concluded that collaborative learning encourages peer support and knowledge sharing. In contrast to some earlier works that emphasized group productivity, this study emphasizes individual development within the group setting. For example, lower-proficiency students reported feeling more motivated and less isolated when supported by peers.

In addition, the theme of hopes and aspirations revealed that students were driven by long-term goals such as

research that students were more willing to speak English when working in pairs or groups rather than individually. Collaborative Learning Method not only facilitated language learning but also helped students develop the confidence and persistence needed to actively use English in real-time communication within the classroom.

5. CONCLUSION AND SUGGESTIONS

This stage presents the summary of the research. It is divided into two sections, namely the conclusion and suggestions.

5.1 CONCLUSION

Based on the findings from the students' interview, it can be concluded that the implementation of the Collaborative Learning Method shaped the senior high school students' motivation to speak English in the class by interesting activities that attracted the students' attention to be active participants. They acknowledged that they had good impressions and feeling comfortable in speaking rather than afraid of making mistakes. Beside, in terms of learning need, this method was really useful in improving their speaking skill by providing a supportive and interactive interaction with peers and overcoming speaking difficulties by helping each other in the learning environments provided by this method which gave them possible chances to interact each other. As a result, they could get new knowledge after having peers discussion. Additionally, their future goals of becoming fluent in English was also influenced their commitment to continue learning. The more important things were the speaking tasks given by the teacher could be finished more easily and quickly. Finally, the conclusion can be drawn that CLM was apparently and positively motivate the students in speak English in the classroom.

5.2 SUGGESTIONS

The suggestions were addressed practically to teachers and pragmatically to future research. For English teachers, it was recommended to adopt effective and engaging teaching methods to enhance the overall quality of the teaching and learning process. One such method was the Collaborative Learning Method, which has been shown to significantly improve students' motivation to speak English. This method encouraged students to interact with their peers, fostering a more active, student-centered learning environment. By involving students in group activities, Collaborative Learning Method helped build their confidence and motivation to speak. Furthermore, the suggestions for the next researchers who might conduct the same research, it would be better if they investigated students' speaking motivation in relation to the implementation of the Collaborative Learning Method across different grade levels to capture a broader range of motivational factors and perceptions. It would be also beneficial to explore how this method influences on other language skills, such as reading, writing, or listening. Moreover, this study did not explicitly apply theoretical frameworks such as Vygotsky's ZPD or Deci and Ryan's SDT,

which could have offered deeper insight into the cognitive and motivational aspects of collaborative learning.

6. ACKNOWLEDGMENT

The authors would like to express their sincere gratitude to everyone who contributed to the successful completion of this article.

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