

THE ROLE OF COLLABORATIVE LEARNING TO IMPROVE SPEAKING SKILL

Dedek Apriansyah Putra
Palembang University
dedeapri10@gmail.com

Hartini Agustiwati, S.Pd., M.Pd.
Palembang University
hartiniagustiawati@gmail.com

Melisa Novianty, S.Pd., M.Pd.
Palembang University
melisanovianty25@gmail.com

Abstract

Speaking is one of the most important skills as a means of communicating with others to provide and obtain information. But in fact, the students' speaking ability can be said to be still insufficient. This is based on the results of observations about students not being able to reach the minimum score criteria (KKM) and researcher interviews with teachers who teach English subjects. Therefore, this study was conducted to solve students' problems in speaking ability. This study begins by reviewing existing theories given by experts, the data is analyzed by sorting out theories about the effectiveness of collaborative learning to improve speaking skills. The results showed that productive skills and receptive skills are better improved through regular and repeated practice exercises, including communicating with oneself and others. Group learning is one of the effective ways to improve one's speaking skills. To consolidate this, the teacher should prepare some interesting themes so that it does not feel boring for the learners.

Keywords : Speaking Skill, Observation, Colaborative Learning, Improving

1. INTRODUCTION

Humans are social beings who interact with their environment through various modes such as visual, auditory, communicative, and emotional means. Communication primarily serves to convey and receive information. Therefore, language is essential for effective exchange of precise and clear information. However, if one of the speakers or listeners fails to understand the language used, the conveyed information will lose its significance. In communicating there is the most important thing that must be considered, namely the use of language.

Language is a human communication tool in conveying information or messages which can be oral or written. in society, (Adolf Huala, 2017: 7) language cannot be separated from everyday life, especially in the world of education from elementary school to university level.

Education aims to maximize students' potential by cultivating abilities and interests and providing a conducive learning environment for comprehensive skill development (Sukmadinata, 2012: 24). The attainment of educational objectives is subject to the effectiveness of students' learning experiences both at school and home. The attainment of educational objectives is subject to the effectiveness of students' learning experiences both at school and home. The teaching and learning process involves students engaging with educators in an interactive environment. This interaction

leads to alterations in the students' comprehension, abilities, knowledge, and attitudes. The educator entrusted with organizing this process should assume responsibility for both managing the class and mastering the subject matter, while also being able to apply effective teaching techniques. The use of appropriate methods and in accordance with the atmosphere and conditions of students is one of the factors that must be considered by educators to ensure the achievement of learning objectives. Learning methods can be applied in every subject, especially English lessons, where we know English lessons are quite difficult for the Indonesian people themselves.

Learning a foreign language can be seen as burdensome to some students, leading them to abstain from language acquisition activities. These individuals' lack of understanding presents a challenge for educators to nurture students' desire to learn foreign languages, including English. In today's era of globalization, it is essential for students to acquire English as an international language to adapt to the rapidly developing world. It is imperative that English be introduced early in schools owing to its importance for the future.

Learning English entails the mastery of diverse skills. Students must gain expertise in writing, reading, listening, and speaking to excel in their English classes. These four abilities are the basis of English activities that must be mastered and determine success in learning English (Scrivener, 2005: 30). One of the skills that the author will discuss is the skill of speaking. The large Indonesian dictionary defines speaking as saying, using language to generate opinions, and deliberating (with words, writing, etc.). Based on this definition, it can be concluded that language is a means of expressing thoughts and emotions through speech. Speaking enables learners to communicate opinions, ideas, feelings, and desires to others. Fluent English proficiency can facilitate communication and idea exploration for learners, especially in a global society where English is a compulsory subject in almost all countries. This is due to English being recognized as an international language.

When teaching English, particularly in regards to speaking skills, instructors should create various communication activities that incentivize and inspire students to actively and productively use the language. It is commonplace for English teachers at all levels to rely on the same method of solely providing explanations to their students.

Evidence collected over decades shows that teachers talk more than they have conversations together. Based on observations at Bina Jaya Palembang Vocational School, there are many reasons or factors that influence students not to be invited to talk or communicate with their friends, especially in front of the class. First, learners who do not know how to speak and how to express their thoughts. Second, learners who have difficulty finding the right words to make sentences or expressions. Third, some learners may lack the confidence or mental fortitude to speak due to their fear of making mistakes. Fourth, others may struggle to vocalize in English because it is not their native language and they are not accustomed to speaking differently.

Related to the condition of teachers in the classroom, many teachers exhibit intolerance towards their students. For instance, teachers often remain silent when students engage in conversations with friends, when they request to leave the classroom, or even when they fall asleep during lessons. Additionally, teachers may remain silent when students fail to participate in class discussions. Secondly, there is an uneven distribution of speaking time among students, with some speaking for too long and others having little time to speak. Thirdly, the teacher dominates the speaking time more than the students, reducing the opportunities for students to express themselves.

Due to inadequate instruction, students lack of proficiency in spoken English. As a result, they become hesitant to speak in class and develop a lack of confidence in their abilities which can impede the effectiveness of teaching and learning.

To overcome obstacles that stem from both students and teachers, it is necessary to develop a learning approach that addresses these barriers. Hence, the author investigates the efficiency of employing collaborative methods in English language learning.

Collaborative learning is a model that organizes students into learning groups composed of five members. This approach utilizes a strategy that bolsters mutual cooperation among students. Through the collaborative learning model, students can comfortably engage in pair or group activities, which encourages teamwork. The genesis of this learning model is the belief that concept building is best achieved through group work rather than individual study.

According to Adi W. Gunawan (2007 : 198), collaborative learning is not just about working together in a group, but the emphasis is more on a learning process that involves a full and fair communication process in the classroom.

According to Muhammad Thobroni (2011), collaborative methods in learning emphasize the construction of meaning by students from social processes that are based on the learning context. The basis of collaborative methods is interactional theory, which views learning as a process of constructing meaning through social interaction. Collaborative learning can provide opportunities for successful learning practices, and it involves the active participation of students while minimizing inter-individual differences.

In collaborative learning, teachers can instruct students to form small groups and provide them with materials for discussion. The teacher serves as a facilitator who organizes the discussion process within the learning environment. This approach compels students to become more active in group discussions and encourages the development of their speaking skills.

METHOD

Descriptive research is a research method that describes the characteristics of the population or phenomenon under study. So that this research method's main focus is to explain the object of research. So that it answers what events or phenomena occur.

This research method is then different from other methods which tend to focus more on discussing why an event or phenomenon occurs. Where the events and phenomena referred to here are the objects of research. The results of the research will of course describe the object of research in detail.

The first definition was conveyed by Widodo, Etna and Muchtar (2000) who said that research with descriptive methods is a research method used to clarify social symptoms through various research variables that are interrelated with one another. Etna also added, that in research conducted descriptively the researcher does not need to formulate a hypothesis. Why? Because the research activities carried out for the testing process and writing the results are only carried out after going directly to the field.

Furthermore, there is an opinion from Sugiyono (2019) which states that descriptive research is a research method to describe a research result. However, Sugiyono also explained that this description was not used to draw general research conclusions.

Meanwhile, if you look at the definition of descriptive research from the KBBI (Big Indonesian Dictionary), it is necessary to define two words, namely the word "research" and the word "descriptive".

According to the KBBI, the word research is defined as an activity of collecting, analyzing, and also presenting data carried out systematically and objectively to solve a problem or test a hypothesis to develop general principles. Meanwhile, the word descriptive itself in the KBBI is defined as having descriptive properties and describing what it is. So that when combined, the descriptive method in research can be interpreted as a research method that is carried out by describing the object of research as it is.

DISCUSSION

The Nature of Speaking

There are numerous methods of communication, such as listening, writing, and speaking. Speaking is the most commonly used form of communication that individuals employ nearly every day to navigate their lives. Proficient speaking skills are pivotal for success in social life, as well as professional or career-oriented environments. A well-honed ability to speak adeptly can facilitate the delivery of verbal messages.

Many experts have diverse views while defining speaking. According to Suhendar (1992), speaking involves transforming thoughts or emotions into meaningful sounds of language. The Department of Education and Culture (1985), defines speaking as conveying one's intentions, ideas, thoughts, and emotions using spoken language, thus allowing others to comprehend them. According to Tarigan (1983), speaking is the capacity to vocalize articulate sounds or words in order to express and convey thoughts, ideas, and emotions. Brown and Yule (2007), define speaking as the ability to utter language sounds to convey thoughts, ideas, or feelings orally. According to Arsjad, Maidar G. dan Mukti U.S. (1993), speaking ability represents the ability to verbalize sentences to state, convey, or express thoughts, ideas, and feelings.

Speaking is the act of transmitting messages through spoken language. The connection between the message and spoken language, as the medium of delivery, is substantial. The listener receives the message not in its original form, but in the form of language sounds. The listener receives the message not in its original form, but in the form of language sounds. Then, the listener endeavors to convert the message back into its original form.

Therefore, it can be inferred that the act of speaking entails conveying ideas, thoughts, and emotions through vocalized language. This involves the use of speech or spoken language to express the contents of one's mind or heart.

The Purposes of Speaking

As we know, speaking is closely related to communication itself. The main purpose of speaking is to communicate or convey messages, ideas, information, and thoughts. According to Djago et al. (1997), the purposes of speech include entertaining, informing, stimulating, convincing, and moving. A person's personality can be reflected in their speech.

Speaking is a mode of self-expression through which individuals can articulate their personality and thoughts. It involves cognitive elements, such as the association of language sounds with ideas the speaker is referencing, which is itself a valuable skill. The capacity to make appropriate connections between ideas and language artifacts (words and sentences) bolsters success.

If an individual possesses strong communication abilities, they will reap both social and professional rewards. Social benefits stem from interaction between individuals, while using language to convey knowledge and information leads to professional benefits. Moreover, developing oral

language proficiency assists students in expressing their ideas to teachers and peers, ultimately enhancing their communicative skills.

The Components of Speaking

Speaking skills involve the ability to effectively communicate messages verbally to others (Nurgiyantoro, 2010: 397). The use of spoken language is influenced by a range of factors, including pronunciation, intonation, word choice, sentence structure, speech patterns, content, conversation initiation and conclusion, and appearance.

Speaking skills, in summary, encompass four key areas : 1) Vocabulary 2) Grammar 3) Pronunciation 4) Fluency and 5) Comprehension.

The Basic Types of Speaking

Brown (2004: 141-142) identifies five basic types of speaking: imitative, intensive, responsive, interactive, and extensive. Imitative speaking involves repeating a word, phrase, or sentence. Intensive speaking includes any performance designed to practice a phonological or grammatical aspect of language. Responsive speaking involves limited interaction, such as short conversations, standard greetings, small talk, simple comments, and requests. Interactive speaking is more complex and may involve multiple exchanges and participants. Extensive speaking includes oral production, such as speeches, presentations, and storytelling.

There are many activities to promote speaking. As Hayriye kayi (2006) summarizes from many linguists in his article on Teaching English as a second Language (TESL), there are thirteen activities to promote speaking, which are : (1) Discussion, (2) Role Play, (3) Simulation, (4) Information Gap, (5) Brain Storming, (6) Storytelling, (7) Interviews, (8) Story Completion, (9) Reporting, (10) Playing Cards, (11) Picture Narrating, (12) Picture Describing, (13) Find Differences.

Collaborative Learning Methods

Collaborative learning is a familiar concept in various fields, particularly in education. Experts and educators have extensively debated the notion of collaborative learning in the education sector. Collaborative learning offers avenues to structure group activities, which augment the learning process, and elevate academic outcomes for students.

Teachers utilize collaborative learning as an instructional approach in the teaching and learning process. Barkley F. Elizabeth (2005) proposes that educational theory has put forth a teaching method known as cooperative learning, which is founded on peer collaboration. Collaborative learning, a broader approach than cooperative learning, can be viewed as synonymous with cooperative learning. This method has gained significant recognition in recent times.

Collaborative learning is an educational approach that involves learners working together in groups to solve problems, complete tasks, or create products. Marjan Laal (2012) defines it as a strategy for teaching and learning that promotes cooperation and active participation among students. According to Elizabeth (2005), collaborative learning is a pedagogical approach based on the principle that humans create meaning together, and the process enriches and broadens their horizons. Collaborative learning prioritizes group cooperation for exchanging opinions, ideas, and information.

Collaborative learning is a pedagogy in which teachers employ an approach to enable two or more students to learn together with the aim of increasing academic achievement and improving the learning process. Working together, students can share knowledge to achieve a common goal. Individual efforts by students would not result in the same level of academic success. As proven by Lodge that people gain more knowledge because they tell it to others that they do not tell themselves.

Collaborative Learning Steps

During the learning process, there are various learning strategies available, including collaborative learning. The latter consists of multiple steps that can enhance the effectiveness of learning. To clarify, according to Joyce and Weil (2009), there are six primary steps for collaborative learning.

- 1) Delivering Objectives and Motivating Students. The teacher should first convey learning objectives and motivation to students in collaborative learning.
- 2) Information can be presented through demonstrations or reading materials.
- 3) The teacher delivers the material for learning directly or using reading materials.
- 4) Students can be organized into study groups, The next step is to create study groups among students.
- 5) The instructor facilitates the completion of tasks within study groups.
- 6) In order to assess what has been learned, each group presents their work, which the instructor evaluates by prompting students to present it.
- 7) Recognition is given to both groups and individuals for their achievements. Grades are given by the teacher to students for their work, both as individuals and in groups.

The Benefits of Collaborative Learning

Considerations for using collaborative learning; Introduce group or peer work early in the semester to set clear student expectations. Establish ground rules for participation and contributions. Plan for each stage of group work. Carefully explain to your students how groups or peer discussion will operate and how students will be graded. To assist students in achieving success, it is recommended to utilize team-building exercises and self-reflection techniques. Written contracts may also be beneficial. Additionally, incorporating self-assessment and peer assessment can aid in evaluating individual and group contributions.

During a collaborative learning session, students not only work on academic assignments but also develop their social skills and learn together, improving their relationships with others in the class. Successfully incorporating collaborative learning into your teaching plan will allow your students to engage and involve themselves more actively in the learning process, rather than being passive learners. Collaborative learning provides students with an opportunity to identify their strengths and weaknesses as they work in groups. Through interaction with their peers, they acquire new problem-solving strategies. This approach not only enhances the learning process but also promotes student satisfaction.

CONCLUSION

English is an international language that has a fundamental role and function in various aspects of human life not only in Indonesia as a country of culture and tourism but in almost all countries in the world. However, the obstacles encountered as a result of the differences between the language system and the learners' mother tongue make efforts often fail. Simple and guided trainings are

needed. Language is a social practice that must be used and practiced repeatedly and continuously. Therefore, every language teacher should emphasize the learning and teaching of each skill on trainings.

For this reason, this research focuses on the interaction of learning groups that can support students' skills in speaking English as a substitute for mother tongue. Although these efforts still have obstacles, the collaboration method is expected to overcome these obstacles.

ACKNOWLEDGEMENTS

First of all, the writer would like to express his gratitude to Allah SWT, because for his blessings and grace, the title “The Role Of Collaborative Learning To Improve Speaking Skill” can be completed on time. This paper is one of the requirements to fulfill the assignment of Mrs. Hartini Agustiwati, S.Pd., M.Pd. and Mrs. Melisa Novianty, S.Pd., M.Pd., as English lecturers at the University of Palembang. The author would also like to thank him for all his guidance to complete it. In completing this paper, the author faced many obstacles, but with the help of many parties, all these problems can be resolved. May Allah SWT give blessings to them. Although this paper has many shortcomings in its preparation and explanation, the author hopes that it can be used as a reference for readers to apply collaborative learning techniques in improving students' speaking skills.

REFERENCES

- Adolf, H. (2017). *Agreement Canceled due to Language*. Yogyakarta: PD. Lukman.
- Arsjad, Mairad G. and Mukti U. S. (1993). *Development of Language Speaking Skills*. Indonesia. Jakarta: Erlangga.
- Barkley E. F., Cross, K. P., & Major, C. H. (2005). *Collaborative learning techniques: A handbook for college faculty*. San Francisco: Jossey-Bass.
- Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. New York: Pearson Education Inc.
- Brown., & Yule. (2007). *Speaking is to Express The Needs—Request, Information, Service, Etc.* Australia: Cambridge University Press.
- Django, et al. (1997). *Development of Speaking Skills*. Jakarta: PTK.
- Fraenkel., & Wallen. (1991). *Research Design, Qualitative, Quantitative, and Mixed Methods Approaches*. University of Nebraska-Lincoln: London.
- Gunawan, A. W. (2007). *Genius Learning Strategy*. Jakarta: PT. Gramedia Pustaka Utama.
- Joyce, B., & Weil, M. (2009). *Models of Teaching (8th ed.)*. Boston: Allyn Bacon.
- Kayi, H. (2006). Teaching English as a second Language (TESL). Retrieved from <http://iteslj.org/Techniques/KayiTeachingSpeaking.html>.
- Laal, M. (2012). *Collaborative learning: what is it ?*. Journal of Procedia- Social and Behavioral Sciences.
- Nurdiyantoro, B. (2010). *Language Learning Assessment*. Yogyakarta: BPFE.
- Scrivener, J. (2005). *Learning Teaching: A Guidebook for English Language Teachers*. Oxford: Macmillan.
- Sugiyono. (2019). *Quantitative, Qualitative and R&D Research Methods*. Bandung: PT Alfabet.
- Suhendar. (1992). *Defects of Speech*. Bandung. : Pionir Jaya.
- Sukmadinata. (2012). *Educational Research Methods*. Bandung: PT. Remaja Rosdakarya.
- Tarigan, G. H. (1983). *Learning Speaking Skills*. Bandung: Angkasa.
- Thobroni, M. (2011). *Collaborative Learning Techniques*. Bandung: Penerbit Nusa Media.
- Widodo, Etna & Muchtar (2000). *Research Methodology*. Jakarta: Raja Grafindo Persada.

Biodata

Dedek Apriansyah Putra is a final semester student studying at Palembang University and is currently completing a thesis to complete his undergraduate studies. email: dedeapri10@gmail.com.