Improvement Of Speaking Skills Based on Collaborative Learning Models in Students Class V Elementary School

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Abstract

Problems in the research on Improving Speech Skills Based on Collaborative Learning Model in Grade V Students of Elementary School. This study aims to determine the improvement of speaking ability based on the Collaborative Learning Model in Grade V Students of Elementary School. This type of research is Classroom Action Research (PTK). The subjects in this study are grade V students of Elementary School. This type of research is class action research or PTK using the Kemmis and Mc Taggart research model, namely planning, implementation of actions, observation, and reflection The subject of this research is grade V students of Elementary School. The data collection technique uses the performance test technique. The data analysis technique in this study uses qualitative and quantitative data analysis. The results of this study were obtained in cycle I showing that there was an increase in speaking ability in the aspects of fluency, sentence structure, vocabulary, intonation and pronunciation were very good. This increase was seen in cycle I and cycle II increased from 5% to 81%. Based on the average score obtained by students in cycle I is 75 and in cycle II the average score obtained by students is 80. From these results, it can be concluded that the implementation of the collaborative learning model can improve the speaking ability of grade V students of Elementary School.
Keywords: Collaborative Learning, Speaking Ability, PTK.

Introduction

Speaking is one of the four aspects of language skills. Speaking can be defined as the skill of pronouncing verbatim to express, expressing thoughts, ideas, and feelings by the speaking opponent. Therefore, Speaking is a skill that requires continuous practice. Without being trained, a quiet person will be constantly silent and will not dare to voice their opinions (Guswita and Subhanadri, 2020). The

expected purpose of speaking learning is for students to be able to express ideas, opinions, and knowledge orally, as well as to have a penchant for critical and creative speaking (Rayhan, et al., 2018). In general, the purpose of learning speaking skills is that students are able to communicate ideas or ideas, and opinions, orally or as an activity to express knowledge, life experiences, and ideas.

Learning activities, tools or facilities, and learning models can affect students' enthusiasm for learning. The use of improper learning models can make students feel bored and ultimately negatively impact their learning outcomes. Therefore, teachers must be able to choose the right and appropriate learning model so that students are motivated to learn so that the expected learning goals can be achieved. To improve speaking skills in learning activities, a learning model can be used. The learning model is in the form of a collaborative learning model. Learning models play an important role in learning activities because they can strengthen memory and provide a connection between the subject matter and the real world. Based on the reality, speaking skills activities are still carried out in one direction. This means that the models and methods used have not encouraged students to be actively involved in every learning activity. This is because teachers are not effective in using the learning model during learning activities.

According to Ramadani, (2018) speaking skills are a person's ability to convey intentions or communicate what is in his thoughts and feelings, interact with the environment and others by saying certain words or sounds precisely, clearly, and well. Meanwhile, Surhayanti in (Dimas Yudhistira, 2014) tends to argue about the scope of speaking skills, namely all activities that require the expression of ideas, among others: questions and answers, speeches, storytelling, discussions, lectures, and conversations. This activity is difficult to do if someone is still inexperienced or has never been a speaker.

Speaking skills are skills in pronouncing articulated sounds or words to express, express and convey thoughts, ideas, and feelings (Tarigan, 1985). As stated by Darmuki and Hariyadi (2019, pp.258-259) that speaking is a way of communicating orally with the aim of conveying ideas, and can be understood by listeners, and speaking is the result of the process of listening to someone

For this reason, efforts are needed to overcome these conditions. Teachers are expected to choose a learning model that emphasizes more direct learning and is more concrete, so that students' speaking skills are improved. Teachers can apply learning strategies that can provide opportunities for students to be more effective, creative, and innovative, these strategies are expected to make students have confidence that they are able to learn, which can utilize the widest possible student potential.

The improvement of students' speaking skills during the learning process can be stimulated by learning activities that guide students to directed learning so that they are motivated to achieve optimal learning achievements. From the various problems that emerged, the researcher concluded that the root of the problem faced was about the lack of students' speaking ability. To improve students'

speaking ability, there are various kinds of learning models that can be used, namely the Collaborative Learning Model is a type of Collaborative model that invites students to learn actively and aims to have a spirit of independence in learning and foster creativity so that they are able to make innovations, this Collaborative Model has a cognitive level of the level of knowledge, understanding, application, analysis and creativity.

Collaborative learning is learning that uses small groups of students working together to maximize their learning outcomes. More specifically, Gokhale (1995) defines collaborative learning as learning that places students with diverse backgrounds and abilities working together in a small group to achieve a shared academic goal. Each student in a group is responsible for the other members of the group. In collaborative learning, students share roles, and responsibilities to achieve success Deutch feng Chun (2017). When applied to students of SD Negeri 8 Labuan. Collaborative learning is one of the active learning that includes various ways to make students active from the beginning through activities that build group work and in a short time make them think about the subject matter (Nurjanah, 2019).

In the collaborative learning model, it is closely related to the ability to speak because in collaborative learning, students often work in small groups, discuss, dialogue, and express opinions. This situation naturally encourages them to speak more and be more active. Group atmospheres are usually more and less formal compared to direct interaction with teachers. This makes students feel more comfortable speaking, even if they are still not very confident. Students learn to convey ideas clearly, listen to others, respond to opinions, and negotiate. All of these are important parts of the ability to speak.

The conclusion of the research results of Deutch feng Chun (2017) is the need for a learning process activity that can make students understand the material presented by the teacher and cause Shiva contribution during the learning process. The researcher intends to raise the collaborative learning model as an alternative to problem solving because of the low speaking ability of students in conveying an idea. Collaborative learning allows students to collaborate, discuss, and express opinions. This creates more opportunities to speak in a meaningful context.

To improve students' speaking skills, a collaborative learning model can be implemented. According to Arends (2010), collaborative learning is a learning approach where students work on authentic problems with the intention of compiling their own knowledge, developing inquiry and higher-level thinking skills, developing independence and confidence. Through collaborative learning, a teacher can train students to think critically. When students are given a problem that is close to their lives, students are interested in solving the given problem and are provoked to express their opinions in front of their peers and it is an effort to improve students' ability to speak.

Students to train speaking skills need to strive for a form of learning that is

interesting, varied and stimulates students in speaking. related to the ability to speak. Thus, the researcher in this study uses LKPD so that it attracts students' attention to learning. Researchers think that sharing personal experiences during the holidays will help stimulate students' ability to practice speaking skills.

The task of students in this study is to be asked to convey and talk about personal experiences during school holidays in their own language. Then the aspects that are assessed are fluency, sentence structure, vocabulary, intonation and pronunciation. Based on the results of the research with the collaborative learning model, it is very effective to use during learning, where students can find concepts, ideas and also data to find the ability to speak.

So, from the research above, it can be concluded that the problem-based learning model can not only be applied in low grades but can also be applied in high grades, and can also improve students' speaking skills but can also improve student learning outcomes. However, based on *preliminary research*, it can be seen that there are still many students in high school with low speaking skills.

Based on initial observations, Indonesian learning has four language skills, namely listening, speaking, reading, and writing. In this study, the focus of the research is the ability to speak. Low speaking skills are the reason why this study discusses "Improving Speech Skills". To improve the speaking skills of Class V students of Elementary School, a collaborative learning model is used. The purpose of implementing the collaborative learning model is to overcome the above problems. After the implementation of the collaborative learning model, the next step is to provide problems. Giving problems to students is certainly not far from students' lives or close to the real world of students. So that students are more interested in solving problems and can think critically.

If the implementation of the collaborative learning model *is implemented,* the speaking ability of Class V students of Elementary School will increase. Seeing this, the researcher hopes that by conducting this study using a problem-based learning model, the speaking ability of students in elementary schools, especially Class V Elementary School, can increase in accordance with the expectations of this research carried out.

This research was conducted by researchers on grade V students of Elementary School in the 2024/2025 school year. Based on the explanation above, the title of this study is "Improving Speaking Ability Based on Collaborative Learning Model in Grade V Students of Elementary School."

Method

This research is class action (PTK) research. Classroom action research is an action research carried out by teachers by designing, implementing and reflecting on actions in a collaborative and participatory manner that aims to improve or improve the quality of learning in the classroom through an action and in a cycle (Juniati, 2017).

Result

In this CHAPTER IV, the results of the research in the form of test and observation results are discussed which show the learning outcomes of improving speaking skills based on a collaborative learning model in grade V students of Elementary School. These results consist of three stages, namely pre-action, cycle I and cycle II. The results of the observations were obtained from observation sheets of teacher and student activities during the research activities.

Table 4.1 Pre-Action Initial Test Results

| Yes | Student Name | Criterion | | | | | | | | | | | | | | | | | | | | Total Score | Value (jml score/max score) x 100 |
| | | Smoothness | | | | Sentence Structure | | | | Kosakata | | | | Intonation | | | | Pronunciation | | | | | |
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	Annisa Safitri		2			1				1						3			2			9	45
2	Aulia Safitri	1					2			1						3		1				8	40
3	Asifa		2				2				2					3			2			11	55
4	Andi Fikri	1				1				1					2			1				6	30
5	Dika Hardiawan	1				1				1						3		1				7	35
6	Dina Oktavia		2				2				2				2				2			10	50
7	Faisal Arafat		2				2				2					3			2			11	55
8	Fadil Alfaro	1				1				1					2			1				6	30
9	I Putu Hery	1				1				1						3		1				7	35
10	Diamond		2				2					2				3			2			11	55
11	Moh. Fin			3					4				4				4				4	19	95
12	Moh. Zul Algifah			3				3				3					4			3		16	80
13	Moh. Afif Fairul	1				1						3				3				3		11	55
14	Moh. Irsyat	1				1				1						3		1				7	35
15	Moh. Judge			3				3				3					4			3		16	80
16	Nurjannah Nursanda	1				1				1						3		1				7	35
17	Rayhan Abdi S.			3					4				4				4				4	19	95
18	Rensi Syakila		2				2				2					3			2			11	55
19	Firji Nisyah		2				2				2				2			1				9	45
20	Sakira Maulidah		2				2				2					3			2			11	55
21	Kesya Almairo	1				1				1					2			1				6	30
Maximum Test score amount																							20
Highest Score																							95

Lowest Score	30
Number of Students	21
Number of students completed	4
Total Student Acquisition Score	1090
Classically Student Learning Completeness (KBSK)	19%

Based on table 4.1 above, it shows that the results of speaking ability are still very low with student learning completeness of 19%. As for the scores of 21 students, there were 4 students who completed and seventeen students who did not complete. A total of three students got a score of 30, four students got a score of 35, one student got a score of 40, 2 students got a score of 45, one student got a score of 50, six students got a score of 55, two people got a score of 80 and two students got a score of 95. Based on the average score obtained by students, which is 30-45, it can be concluded that the scores obtained by students in the category of less skilled. Seeing the percentage of completeness of students' speaking skills without a collaborative learning model. can be seen in the following table 4.2.

Table 4.2 Description of pre-Action speaking skills

Value	Category	Frequency	Percentage
75-100	Tuntas	4	19%
0-74	Incomplete	17	81%
Sum		21	100%

Based on the tests that have been given, the speaking ability of grade V students of Elementary School is still relatively low. This is the next reference to improve the level of speaking ability by using a collaborative learning model for grade V students of Elementary School.

Table 4.5 Results of Cycle I Speaking Skills Test

No	Student Name	Smoothness				Sentence Structure				Kosakata				Intonation				Pronunciation				Total Score	
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4		
1	Annisa Safitri		2				2				2					3			2			**11**	55
2	Aulia Safitri		2			1					2					3			2			**10**	50
3	Asifa			3				3				3					4			3		**16**	80
4	Andi Fikri			3			2				2						4			3		**14**	70
5	Dika Hardiawan			3			2					3					4			3		**15**	75
6	Dina Oktavia			3				3				3				3				3		**15**	75
7	Faisal Arafat			3				3				3					4			3		**16**	80
8	Fadil Alfaro		2				2				2					3			2			**11**	55
9	I Putu Hery		2				2				2					3			2			**11**	55

No	Name						Total	Score
10	Diamond	3	2	2	3	3	**13**	**65**
11	Moh. Fin	4	4	4	4	4	**20**	**100**
12	Moh. Zul Algifah	4	3	3	4	4	**18**	**90**
13	Moh. Afif Fairul	2	2	2	3	3	**12**	**60**
14	Moh. Irsyat	2	2	1	2	2	**9**	**45**
15	Moh. Judge	4	3	3	4	3	**17**	**85**
16	Nurjannah Nursanda	2	2	2	3	2	**11**	**55**
17	Rayhan Abdi S.	4	4	4	3	4	**19**	**95**
18	Rensi Syakila	2	2	2	3	2	**11**	**55**
19	Firji Nisyah	3	3	3	4	3	**16**	**80**
20	Sakira Maulidah	3	2	3	4	3	**15**	**75**
21	Kesya Almairo	2	2	2	2	2	**10**	**50**
Maximum Test score amount								**20**
Highest Score								**95**
Lowest Score								**45**
Number of Students								**21**
Number of students completed								**11**
Total Student Acquisition Score								**1450**
Classically Student Learning Completeness (KBSK)								**5%**

Based on table 4.4 above, it shows the results of speaking ability with student learning completeness of 5%. As for the scores of 21 students, there were eleven students who completed the KKM and ten students who did not complete (did not reach the KKM). A total of 1 student got a score of 45, two students got a score of 50, five students got a score of 55, one student got a score of 60, one student got a score of 65, three students got a score of 75, three students got a score of 80, one student got a score of 85, one student got a score of 90 and one student got a score of 95. Based on the average score obtained by students, which is 75, it can be concluded that the score obtained by students is in the skilled category. To see the percentage of completeness of students' speaking ability with improvement of speaking ability based on a collaborative learning model. It can be seen in the following table 4.5.

Table 4.6 Description of Speaking Skills Cycle 1

Value	Category	Frequency	Percentage
75-100	Tuntas	11	5%
0-74	Incomplete	10	95%
	Sum	21	100%

Based on table 4.7, it can be seen that the percentage of student completeness is 5%, this proves that it has not fully improved in speaking skills because the average score obtained by students is still in the sufficient category. Of the 21 students, eleven students were declared to have completed the KKM and ten students were not completed (did not reach the KKM).

1. **Observation of Teacher Activities in the first cycle**

The results of observation of teacher activities in learning activities with a collaborativelearning model are as follows.

Table 4.8 Results of Observation of Teachers' Abilities in the Collaborative Learning Process cycle I

Yes	Observed Aspects	Indicator	Score			
			1	2	3	4
1	Teacher Readiness	Teachers deliver Modules and learning media				☐
2	Learning Implementation	The teacher opens the lesson with greetings and apperceptions			☐	
3	Delivery of Materials	The teacher explains the purpose and learning materials			☐	
4	Use of Collaborative Models	The teacher divides the group and explains the work procedure				☐
5	Discussion Facilities	The teacher guides and facilitates discussions between students				☐
6	Learning Evaluation	Teachers provide feedback and assessment of student outcomes				☐
7	Reflection and Closing	The teacher invites students to reflect and conclude the material			☐	
Total Score			**25**			
Maximum Score			**28**			
Score (%) = Total Score / Maximum Score x 100%			**89,29%**			

Information:

Score 1 : Very Less

Score 2 :Less

Score 3 :Good

Score 4 :Excellent

Based on table 4.8 above, the score obtained by teachers in the first cycle is 25 out of a maximum score of 28. The percentage of teachers' teaching activity value in the first cycle was 89.29%. This figure shows that teachers' teaching activities in learning using the first cycle collaborative learning model are already in the good category. In addition to observation as a process carried out on teachers, observation of students is also carried out as a process of observing student activity and teacher performance in the learning process by improving speaking skills based on collaborative learning models.

2. Observation of Students

The following are the results of observations of students in cycle I in teaching activities in the classroom, as follows.

Table 4.9 Results of Observation of Student Activities with Cycle I Collaborative Learning Model.

Yes	Observed Aspects	Indicator	Score			
			1	2	3	4
1	Speaking Activity	Students actively express their opinions during group discussions				☑
2	Ability to Present	Students are able to express ideas in good and correct language.			☑	
3	Cooperation in Groups	Students are able to work together and respect the opinions of friends.				☑
4	Responsibility to the task	Students play an active role in completing group assignments				☑
5	Accuracy of information delivery	Students convey information in a logical order and content.				☑
6	Enthusiasm in learning	Students look enthusiastic and focused on following the learning process				☑
Total Score			23			
Maximum Score			24			

Score (%) = Total Score / Maximum Score x 100%	**95,83%**

Information:

Score 1 : Very Less

Score 2 : Less

Score 3 : Good

Score 4 : Excellent

Based on table 4.8 above, it was obtained that the number of scores obtained by students in the first cycle was 23 with a maximum score of 24. The percentage of student activity values in the learning process is 95.83%. It is said that student activities in the first cycle of learning have been referred to as the good category.

A. Reflection cycle I

Reflection was carried out to find out the shortcomings and weaknesses that occurred in the implementation of the first cycle and subsequent improvement recommendations. If there are problems or obstacles in the reflection process, a reassessment is carried out through the next cycle which includes re-planning activities, re-actions, and re-observation so that the problems that occurred in the first cycle can be solved.

Cycle I was held 2 meetings with a collaborative learning model in the learning process. During the first cycle process, the obstacles were the lack of students' attention to the material and the lack of understanding of students in the collaborative learning model used. So it must be repeated and reunderstood. In addition, teachers are also not able to manage the classroom properly. In the first cycle, teachers have also not been optimal in implementing the collaborative learning *model.* This happens because there is not a maximum interaction between researchers and students before the learning process is implemented. Based on these things, the researcher improved the learning process from the teacher's activeness in managing the classroom and maximizing the collaborative learning model.

Table 4.11 Results of the Second Cycle Speaking Ability Test

No	Student Name	Criterion																					Total Score	
		Smoothness				Sentence Structure				Kosakata				Intonation				Pronunciation						
		1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4			
1	Annisa Safitri		2					3				3					4			3		**15**	75
2	Aulia Safitri		2					3			2						4			3		**14**	70
3	Asifa			3				3				3					4			3		**16**	80
4	Andi Fikri			3			2					3					4			3		**15**	75
5	Dika Hardiawan			3				3			2						4			3		**15**	75
6	Dina Oktavia				4			3					4				4			3		**18**	90
7	Faisal Arafat				4			3				3					4			3		**17**	85
8	Fadil Alfaro			3				3				3					4			3		**16**	80

No	Name							Total	Score
9	I Putu Hery	3	3	2	3	3		**14**	70
10	Diamond	3	3	3	4	3		**16**	80
11	Moh. Fin	4	4	3	4	4		**19**	95
12	Moh. Zul Algifah	4	3	3	4	4		**18**	90
13	Moh. Afif Fairul	3	3	3	4	3		**16**	80
14	Moh. Irsyat	3	3	2	3	3		**14**	70
15	Moh. Judge	4	4	3	4	4		**19**	95
16	Nurjannah Nursanda	3	3	3	3	3		**15**	75
17	Rayhan Abdi S.	4	4	4	3	4		**19**	95
18	Rensi Syakila	3	3	3	4	3		**16**	80
19	Firji Nisyah	3	3	3	4	3		**16**	80
20	Sakira Maulidah	4	3		4	4		**18**	90
21	Kesya Almairo	2	2	2	3	3		**12**	60
	Maximum Test score amount								**20**
	Highest Score								**95**
	Lowest Score								**60**
	Number of Students								**21**
	Number of students completed								**17**
	Total Student Acquisition Score								**1690**
	Classically Student Learning Completeness (KBSK)								**81%**

Based on table 4.10 above, it shows the results of speaking ability with student learning completeness of 81%. As for the scores of 21 students, there were seventeen students who completed the KKM and four students who did not complete (did not reach the KKM). A total of two students got a score, 1 student got a score of 60, 3 students got a score of 70, 4 students got a score of 75, 6 students got a score of 80, 1 student got 85, 3 students got a score of 90, and 3 people got a score of 95. Based on the average score obtained by students, which is 80, it can be concluded that the scores obtained by students in the category are very skilled. Seeing the percentage of completeness of students' speaking skills with the implementation of a collaborative learning model. It can be seen in the following table 4.2.

Table 4.12 Description of Cycle II Speaking Ability

Value	Category	Frequency	Percentage
75-100	Tuntas	17	81%
0-74	Incomplete	4	19%
	Sum	21	100%

Based on table 4.13, student data was obtained in the second cycle, there were seventeen students who completed and four students who did not complete. It can

be seen that the percentage of student completeness is 81%. This proves that students' speaking skills have greatly improved in Cycle II learning, because the average score obtained by students is in the very good category, which is 80. Of the 21 students, seventeen students were declared to have reached the KKM and four were not complete (did not reach the KKM). Based on this data, it can be said that the category of student speaking proficiency with the implementation of the collaborative learning model has increased and is no longer continued to the next cycle.

1. **Observation of teacher activities in cycle II**

    The results of observations on teachers' activities in learning activities can be seen in the following table.

Table 4.14 Results of Observation of Teacher Activities in Cycle II Learning

Yes	Learning Stage	Aspects assessed	Score			
			1	2	3	4
1	Early Activities	Teachers open learning with greetings, perceptions, and motivate students with sparking questions about who has an interesting story during the school holidays?				☑
		The teacher also conveyed the learning objectives clearly, namely so that students can tell their vacation experiences in a coherent and confident manner.			☑	
2	Core Activities	The teacher divides the LKPD to students to tell about their personal experiences. Each student was given the opportunity to tell a vacation experience then each student told a story in front of the class.			☑	
		Teachers act as facilitators by providing guidance, encouragement, and direction so that students are able to speak in a coherent, expressive, and confident language.				☑
3	Final Activities	The teacher and the students concluded the learning activities, emphasized the importance of				☑

speaking skills to convey personal experiences, and provided reinforcement so that students continued to practice courage in speaking.			
The teacher closes the learning with reflection and motivation.			⯑

Total Score	**22**
Maximum Score	**24**
Score (%) = Total Score / Maximum Score x 100%	**91,67%**

Based on table 4.14 above, the score obtained by teachers in cycle II is 22 out of a maximum score of 24. The percentage of teacher training activity values obtained in the second cycle was 91.67%. This figure indicates that teachers' teaching activities in cycle II learning have reached the very good category. In addition to observations made on teacher activities, observations of student activity of teacher performance in the learning process.

2. Observation of Cycle II Student Activities

The results of observations of student activities in learning activities can be seen in the following table.

Table 4.15 Results of Observation of Student Activities in Learning with Cycle II Collaborative Learning Model.

Yes	Learning Stage	Aspects assessed	Score			
			1	2	3	4
1	Early Activities	Students seemed to pay attention to the teacher's explanation, responded to greetings, and answered the spark questions with enthusiasm.				⯑
		Students look ready to participate in learning after the teacher explains the goals to be achieved.			⯑	
2	Core Activities	Students seemed to pay attention to the teacher's explanation, responded to greetings, and answered the spark questions with enthusiasm.				⯑

		Students look ready to participate in learning after the teacher explains the goals to be achieved.			☑	
		Students are actively involved in group activities. Each student told about a school holiday experience, such as visiting a family home, going on a field trip, or helping parents at home.				☑
		During group discussions, students listen carefully to their friends' stories, respond politely, and give each other feedback. During the group presentation, the designated students dared to come forward to tell their personal experiences in front of the class in a more concise, clear, and confident language. Other friends also gave attention and positive responses to the stories told.			☑	
3	Final Activities	Students and teachers concluded the learning activities.				☑
		They were able to mention the benefits of sharing personal experiences, namely training courage, speaking skills, and confidence.				☑
Total Score				27		
Maximum Score				32		
Score (%) = Total Score / Maximum Score x 100%				84,38%		

Based on table 4.15 above, it is known that the number of scores obtained by students in the second cycle is 27 with a maximum score of 40. The average percentage of student activities in the learning process is 67.50%. This shows that teachers' activities in learning in cycle II are included in the good category. Of the eight aspects observed, there were five aspects that were categorized as very good and three aspects that were categorized as good. With this, the observation of students in the second cycle is stated that the learning process has gone well.

B. Reflection Cycle I

Cycle II was held in 2 meetings by implementing a collaborative learning

model in the learning process. As the researcher has done in cycle I. Researchers have taught the material as interestingly as possible and used a collaborative learning model to stimulate students to be more active in the learning process in the classroom. Students have followed the learning process well and understand the importance of speaking skills according to Aspects. With the implementation of a collaborative learning model, it can improve students' performance to be more active in understanding difficult concepts and students can easily solve problems related to learning. In cycle II, students also showed improvements in the delivery of material and the application of the methods used. From the results of the improvement scores obtained by students in cycle II with a percentage of 81% or 17 students who completed out of 21 students.

Discussion
A. Discussion of Research Results

Classroom action research (PTK) is carried out by researchers and teachers as observations and as teachers in research. This research aims to improve the speaking ability of grade V students in the Indonesian subject of collaborative learning model. This research was carried out in two cycles. Each cycle consists of four stages, namely planning, action, observation, and reflection.

B. Discussion of Student Observation Results in Cycle I

Based on the results of student observations in the first cycle, it can be seen that student activities are already in the good category. This is evidenced by the score obtained by 27 out of a maximum score of 32 with a percentage of 84.38%. And it can be stated that there is an increase because students follow the learning process well. This percentage has met the aspects that are set, there are already active students during the learning process, such as when the teacher asks questions and students can answer. This is why students already understand the learning material, in group learning students are also passive in group discussions. This has been seen in the creation of good cooperation.

Discussion of Teacher Observation Results in Cycle I Based on the results of teachers' observations with the collaborative learning model, teachers are classified as good as can be seen at a score of 22 and a maximum score of 24 with a percentage of 91.67%. These results show that the teacher's performance is in the good category. This means that most of the indicators of teacher activity in the learning process have been implemented in accordance with the plan that has been prepared.

In general, teachers have successfully implemented collaborative learning steps, ranging from perception, goal delivery, material delivery, group discussion management, to drawing conclusions. These results show that the implementation of the collaborative learning model has had a positive impact on the implementation of learning, although improvements are still needed in the next

cycle to achieve more optimal results.

From the description above, it can be concluded that the results of observation of teachers' teaching activities in cycle I have seen the performance of teachers to create good learning results. Teachers have conducted learning that is interesting, comfortable, fun, and actively engages students.

C. Discussion of Evaluation Results of Cycle I

Evaluation is a stage that must be taken by teachers to find out the learning results and the success of the learning process. The results obtained from the evaluation can be used as a reference for teachers in improving and improving the quality of the learning process.

Based on the results of research conducted in the first cycle with the implementation of a collaborative learning model in the ability to speak, eleven students completed and ten students did not. This can be seen from the average score of students during the study, which is 75 with a sufficient score category with a student completion percentage of 5%. This percentage is considered to be sufficient and still needs to be continued to the next cycle.

If you look at the aspects that are assessed in the results of the first cycle test, the fluency part is obtained as most students get a score (good), the structural part of the sentence structure Most students get a score of 2 (sufficient). In the vocabulary section students Most get a score of 3 (good). In the Intonation section, most students get a score of 3 (good), in the pronunciation section Partial
students get a score of 3 (good). From the aspects assessed, it shows that students' skills have not reached maximum completeness.

Seeing from the achievement of student completeness that is still minimal, there is a need to make efforts to maximize the re-implementation of the collaborative learning model to improve teacher performance when processing learning for students.

D. Discussion of Reflection Results of Cycle I

Reflection is part of the evaluation of the changes that have occurred or the results that have been obtained as a form of planned action. The teacher reflects on the actions that have been carried out in the first cycle and determines what has made the results low and what is the cause. In cycle I, the researcher gave a piece of LKPD paper to each student to talk about their experiences during the school holidays. From the first cycle test, it is not enough to talk about personal experiences during the holidays.

So, it can be concluded that the first cycle reveals several problems that must be fixed in the next cycle. Teachers must optimally manage the classroom, improve the learning media used, and actively involve students in the learning process.

E. Discussion of Student Observation Results Cycle II

The results of student observations in the second cycle have increased. This is because several aspects have reached the good category and the activeness of students in the learning process has changed.changes that have occurred, including

students who have dared to respond to questions related to what they have not understood, students are also able to convey personal experiences during the holidays. In addition, students also look more active, motivated and enthusiastic in learning compared to previous learning. In the second cycle, a score of 27 out of a maximum score of 32 was obtained with a percentage obtained of 84.38% and it can be stated that there was an increase because students followed the learning process well. With the theory of Martiris, Yamin (2007) explained that learning activities are an effort in the learning process to build knowledge in themselves In the learning process, there are changes and improvements in the quality of their abilities such as daring to ask questions, expressing opinions, listening to the teacher's explanations well, and doing assignments on time.

F. Discussion of Teacher Observation Results Cycle II

Based on the results of observation of teacher activities in cycle II, it can be seen that the results have increased with a total score of 22 out of a maximum score of 24 with a percentage of 91.67%. This shows that the achievements obtained are very good. This is because teachers have made improvements in the second cycle. Teachers improve performance that is still lacking and not optimal. The teacher has conveyed the learning objectives clearly at the beginning of the lesson and then provides motivation to the students in the core part, the teacher has carried out collaborative learning model activities by adjusting classroom conditions with improvements from the first cycle which still has many difficulties in students in understanding the learning material so that improvements are made. This is in line with research (Niswariyana 2021) Teachers' strategies are also needed in learning abilities, such as language skills. Language skills include listening, speaking, reading, and writing.

G. *Discussion of Evaluation Results of Cycle II*

Evaluation in cycle II was carried out to find out whether or not there was an increase in the results of action improvement from cycle I. The results of the second cycle test show that most of the students have achieved completeness. In the second cycle, seventeen students who completed the KKM and four students who did not complete with an average completion of 81% were obtained. Seeing these results, it can be stated that students have achieved completeness in cycle II.

If you look at the aspects assessed in the results of the first cycle test, the fluency aspect part is obtained, most students get scores of 3 (good) and 4 (Excellent) or it can be said that they have obtained a good score in the sentence structure section according to the aspect assessed. In the vocabulary section, most students get good scores. In the Intonation section, most students get a score of 4 (very good), in the pronunciation section, some students get scores of 3 (good) and 4 (very good). From the aspects that were assessed, it showed that the students' speaking skills had reached good completion. Judging from the acquisition of the test of the second cycle of students who have been very good, the researcher did

not proceed with the next action.

H. Discussion of Reflection Results Cycle II

Reflection is part of the changes that have occurred or the results that have been obtained as a form of planned action. Teachers have improved the learning process by providing good learning.

In cycle II, the researcher has implemented a collaborative learning model well so that it makes it easier for students to find and understand difficult concepts because they can ask questions and discuss with each other. Together with his group friends in making stories to encapsulate personal experiences during the holidays and then presenting them orally. Thus, at the time of individual evaluation, there was an increase in student test results in speaking ability.

From the results of the second cycle test, students have been able to make adjustments in the implementation of the cooperative learning model and actively discuss with their friends so that they get good results in the test results in groups and individuals. Therefore, the researcher stated that the cycle II process has gone well and there has been an improvement in speech skills. It can be concluded that the implementation of the collaborative learning model can improve the speaking ability of grade V students of Elementary School.

Conclusion

Based on the results of the study, it can be concluded that the implementation of learning in Indonesian language in improving speaking skills through the implementation of the collaborative learning model in grade V students of Elementary School has increased. The results of the study showed that the improvement of speaking ability in terms of fluency, sentence structure, vocabulary, intonation and pronunciation was very good. This increase was seen in cycle I and cycle II increased from 5% to 81%. Thus, the ability to speak through the implementation of the collaborative learning model in grade V students of Elementary School can be improved.

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