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Implementing Collaborative Learning Method in Speaking Class: Students' View

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Abstract

Collaborative learning method is a popular method implemented in classes due to collaborative learning can motivate the students to more active in class, explore the lesson as a team and achieve a task together. This study aims at finding out how collaborative learning method in a speaking class from students' views of EFL students, and what are the challenges when collaborative learning method implemented in English class for students. This study was completed using a survey study method and was conducted with 100 EFL students at SMA Panjura Malang. To explore the students' view on the use of collaborative learning method in speaking class, all 100 students were asked to fill out a questionnaire. The data were then analyzed by thematic analysis. By implementing collaborative learning, the students could do the task together and they agree that collaborative learning better than individual for their speaking learning activities.

Keywords: Collaborative Learning; EFL Students' View; Speaking Class

Introduction

Speaking skill is one of the needed skills and must be mastered by the learners in education context (Monny, 2021). Among all of the language skill, speaking is one of the most important skill in learning a foreign language or second language because speaking skills can help them to build confidence levels, make public speeches, participate in discussion, get a better job opportunity, give presentations and so on. In addition, some functions of speaking are that the speaker must be able to express their feeling, emotions, opinion, ask for something, share their thoughts and information that they have. People's ability to catch other things when speaking can be a tool for measuring their knowledge about how far the language they are learning is. Brown and Yuke (1983) say, "Speaking is one of the skills that the learners will be judged upon most in their real-life situation". When we are speaking

to one another, the speakers must know what their topic is about.

In fact, most people agreed that speaking is the most difficult skill. Shen and Ciu (2019) stated that there are many students faced difficulties in speaking because of psychological problem like nervousness, lack of confidence and fear of making mistakes. Nervousness is about the fear to make mistakes and unhelpful. And also, when students lost their confidence, they will stops saying something. Cheryl and Cordell (1997) believed that nervousness and lack of confidence can be obstacle in speaking. And also, there are so many aspects that must be learn when we want to improve our speaking skill. Thornbury (2007 : 26) stated that there are many aspect in speaking skill that must be learned by the students. For the example is the background knowledge of the topic and the culture, linguistic knowledge and the most important is grammar, vocabulary and phonology.

As an answer of this problem, we must know the method and strategy how to make students comfortable and fun when they practice to speak in learning process (Anggraeni et al, 2020). There are a lot of teacher now use many variety teaching methods to find the way how to teach English effectively, so it can make the student engaged in the class, especially in high school. Eventhough teaching has existed for many years, but the teaching method and technique still must be developed, and now teacher must be very creative when they want to choose the teaching method because in this era student is very easy get bored in the class. So, as a teacher choosing teaching method is very important because this is the key how to make the students engaged and participate actively in the class.

To help students make their communication more efficient in their speaking, there are lots of activities that can be used in the learning process to promote the development of their speaking ability. According to Freeman (2017: 80), he claimed that many activities can help and improve students' speaking skill such as role play, speech, and also discussion activities. Antoni (2014:56) stated that small group helps learners to improve their speaking ability. There is some reason why discussion can help students to improve their speaking ability. Discussion or collaborative learning method used to increase student's interaction one to each other in their classroom and also help students to feel more responsible and independent mode of learning in their group.

Collaborative learning method is one of the teaching methods that can be used for the teacher. This one of the methods that we can makes students into some groups and then ask them to doing the task together, so they have to collaborate in their work until achieve the goal of their task. This approach shows a better understanding when they want to tell their idea and opinion, when they are in the group it is easier for them to communicate effectively. This method makes learners' felt more fun and enjoyable because they can have their friends or partners to learn together. Collaborative learning also helps the students to improve their oral communication skill (Laal & Ghodsi, 2012).

Beside the facts mentioned above, the learners' also forced to communicate with their team if they are in the group while learning (Roberson and

Franchini ,2014) . When they have the task given by the teacher, they have to tell their individual idea and opinion. So, it is forced them to communicate with others and it also can encourage them to speak. In addition, when collaborative learning method implemented in the learning process, it can improve students greater academic, especially in speaking.

In spite of the benefits of collaborative learning method that can be used in the class, there are also challenge that can be seen when we implemented collaborative method during the class. Firstly, as a teacher we have to know that all of the learners have different kinds when they are in the learning process (Shulman, 1987). They have their own style how to get more engaged in the class. For example, there are students who like to doing the task by work in group, but there are also those who do not. Secondly, students that can learn by working with their friends will actively participate in the learning process, but sometimes there are some students do not like work in group. So, it can make them passive and participate less because they do not have confidence to speak in their class. So, it is very important for teacher to know the characteristic of their students and what kind of approach or method that can makes them more active in the class.

There have been many results of research that showed when the collaborative learning method implemented in the class. There is one previous studies that discuss about how the implemented of collaborative learning can improve students' speaking skills. This study, conducted by Nine Febrie Novitasari (2019) is about "Collaborative Learning in ESP Speaking" at UNARS. The study aims to knowing the effect of collaborative learning by their experienced in their classroom and learning process. This research shown the students agree that collaborative learning helped them to work and learn together with their groups. Students' also agreed that collaborative learning brings many positive effects because it makes the class situation more comfortable and effective, so it they are felt confidence to practice speaking with their group. However, no studies have been found to have studied in a eleventh-grade level especially using collaborative learning to improve speaking skills. As an addition one of the proofs was shown by Lia Agustina (2021) in their research it shows there are many benefits of implementing collaborative learning in the class. One of them is collaborative learning help students to improve their oral communication because by grouping students, they can work together and solve the problem. Their research proved that it can improve their academic as well, and also help them to more active and confidence in social, psychological, and also their other academic things. The

differences between this study and the previous study were the object. This research was conducted to EFL students in their speaking class.

Based on the facts and the positive views given by the students towards collaborative learning in previous study, the researcher was also wanting to know how collaborative learning was when applied in senior high school at the speaking class. This research aimed to know how their perceptions and their experiences when collaborative learning implemented in their class. Thus, this article tries to explore students' views toward the implementation of collaborative learning to help them more confidence to speak.

Method

The study was conducted in one of the private school in Malang, SMA Panjura, East Java, Indonesia. The reason for choosing the school context was because this school was one of the school that required the students to active in use English. Therefore, it was important to conduct this study to discover students views on how collaborative learning can helps students' to improve their speaking skill.

This research employed forms of questionnaires via an online survey using Google Forms to obtain the data. The survey was adapted from Brown (2008), consisted of fifteen questions on how the learner's views and perceived the implementing of collaborative learning as a method used to improve their English-speaking skill. The results of questionnaires were measured by using Likert Scale, ranging from 1 (strongly agree) to 4 (strongly disagree). Therefore, all the items were then interpreted either 'agree' or 'disagree' based on the responses given. Then, these remarks (agree or disagree) were showed in the form of percentage. The questions consisted in the forms were divided into four dimensions. The first one is about positive opinion in using collaborative learning (Items 1- 3). Second, about the benefits in doing collaborative learning in classroom (Items 7,8,9,11,12, dan 15). Third, about the negative opinion toward the use of collaborative learning (Items 4,5,6 dan 10). Last, about the challenge students faced in classroom (Items 13 and 14). The questionnaires were delivered to one hundred SMA NJURA learners in their speaking class.

The data were collected after the learners followed 6 meetings in English speaking class. Collaborative speaking activities that were used in this research were group discussions to get an understanding on a certain issue, shared-tasks, role play, making a small project, and discussion. After the lesson ended, one hundred students were given the forms of questions about their perceptions of the implementing collaborative learning in their class.

The data obtained from the questionnaires were analyzed quantitatively using Google Forms. The results were showed in the report. In the meantime, qualitative data analysis was guided on the basis of interactive data analysis (Miles & Huberman, 1994)

Results

The results regarding the students' views toward the implementation of collaborative learning in fostering speaking confidence are divided by four indicators, those are positive opinion, benefits, negative opinion, and challenge in the implementation of collaborative learning. The lowest score is 1 that indicates strongly agree and the maximum score is 4, indicating strongly disagree. The data is presented descriptively as follows.

Descriptive Statistics

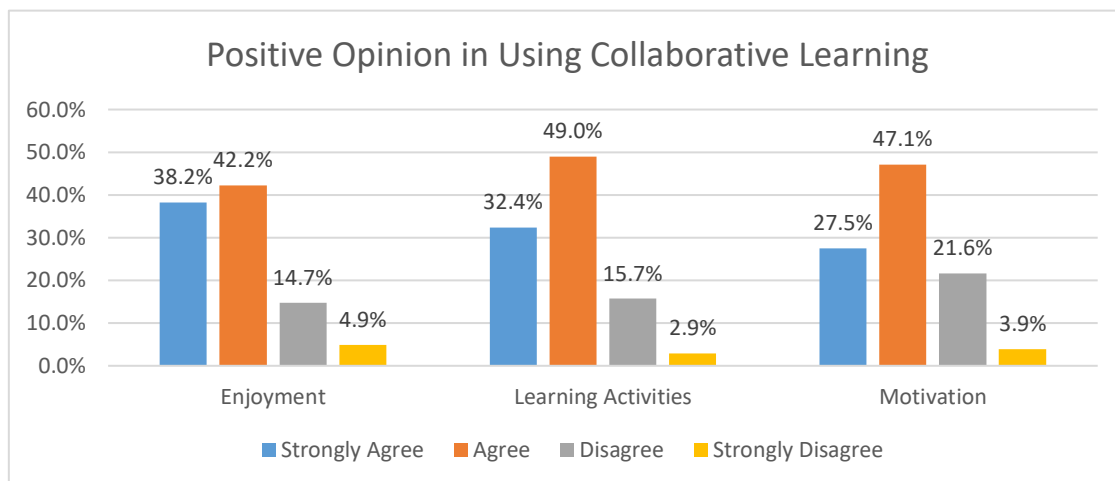|	N	Minimum	Maximum	Mean	Std. Deviation
Positive_Opinion	102	1.00	4.00	1.9248	.75037
Benefits	102	1.00	3.67	1.6552	.51877
Negative_Opinion	102	1.00	4.00	2.1078	.67258
Challenge	102	1.00	4.00	2.3971	.79708
Valid N (listwise)	102				

The data from 102 students participated in this research shows that the mean score in terms of positive opinion is at 1.92 and the benefits of collaborative learning implementation is at 1.65 which are more towards minimum score, this indicates that the majority of the students have positive view towards the implementation and the benefits of collaborative learning. Meanwhile, in terms of negative opinion, and the challenge in the implementation of collaborative learning the mean score are more towards maximum score. In terms of negative opinion, the prevalence is at 2.11 that is considered as disagree. This further indicated that the students tend to give positive response towards collaborative learning. Moreover, in terms of challenge faced by students, the mean score is at 2.39, which more towards maximum score, which indicated that most of the students did not have difficulties related to the implementation of collaborative learning.

From the result, it can be assumed that the students tend to give positive responses in the implementation of collaborative learning. Thus, it is necessary to analyze further into the aspects of each indicators to receive detailed data about the cause of positive responses.

Positive Opinion in Using Collaborative Learning

In terms of positive opinion, there are three aspects measured, including students' enjoyment, learning activities and motivation. The data are as follows.

Table 1.Students' responses to statement with a positive view towards the use of Collaborative Learning

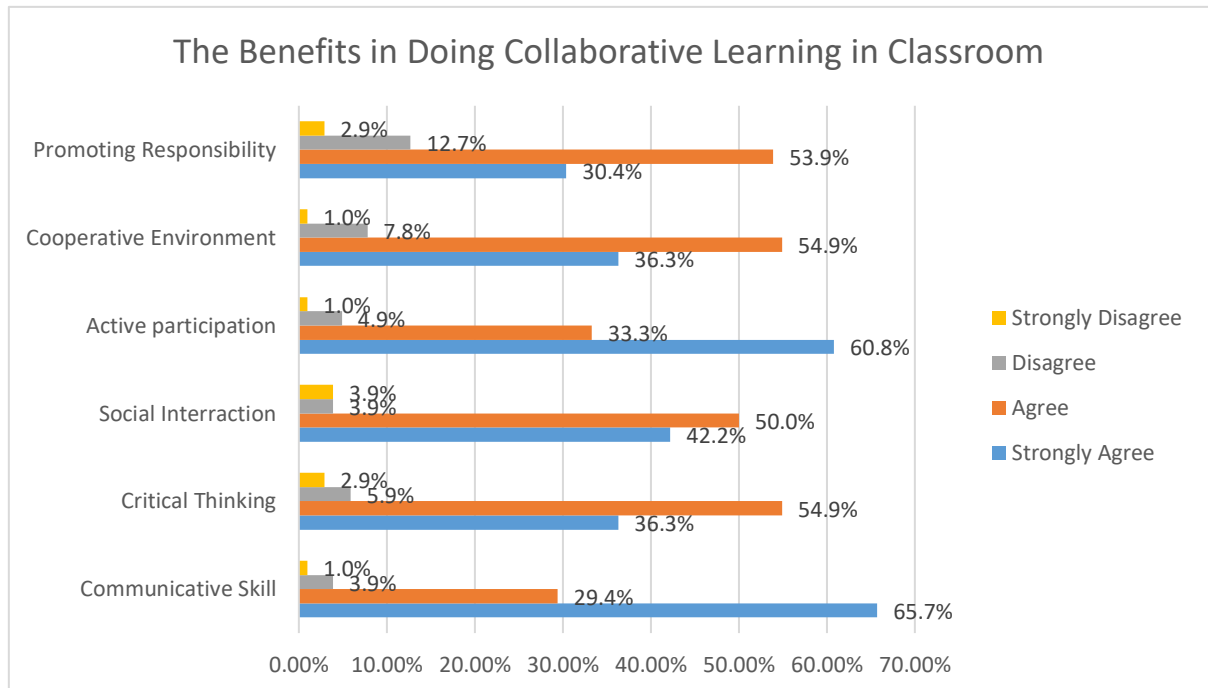Positive Opinion in Using Collaborative Learning

In terms of enjoyment, the highest prevalence is at agree with 42.2% of the students followed by strongly agree at 38,2% and leaving small percentage for disagree and strongly disagree. This indicated that most of the students enjoy or like collaborative learning. Moreover, it is also the same in learning activities, with the highest prevalence is at agree with 49% and strongly agree at 32.4% and leaving 15.7% disagree and 2.9% strongly disagree which indicated that the majority of the students give positive feedback towards learning activities in collaborative learning class. Other than that, most of the students also provide positive responses that collaborative learning promotes their motivation in learning that is shown by the high prevalence in motivation with 47.1% agree and 27.5% strongly agree and leaving smaller prevalence for disagree and strongly disagree.

The Benefits in Doing Collaborative Learning in Classroom
Regarding of benefits, there are six aspects measured, including students'

responsibility, cooperative environment, social interaction, active participation, critical thinking and communicative skill. The data is presented as follows.

Table 2.Students' perceptions on the benefits of doing Collaborative Learning

The Benefits in Doing Collaborative Learning in Classroom

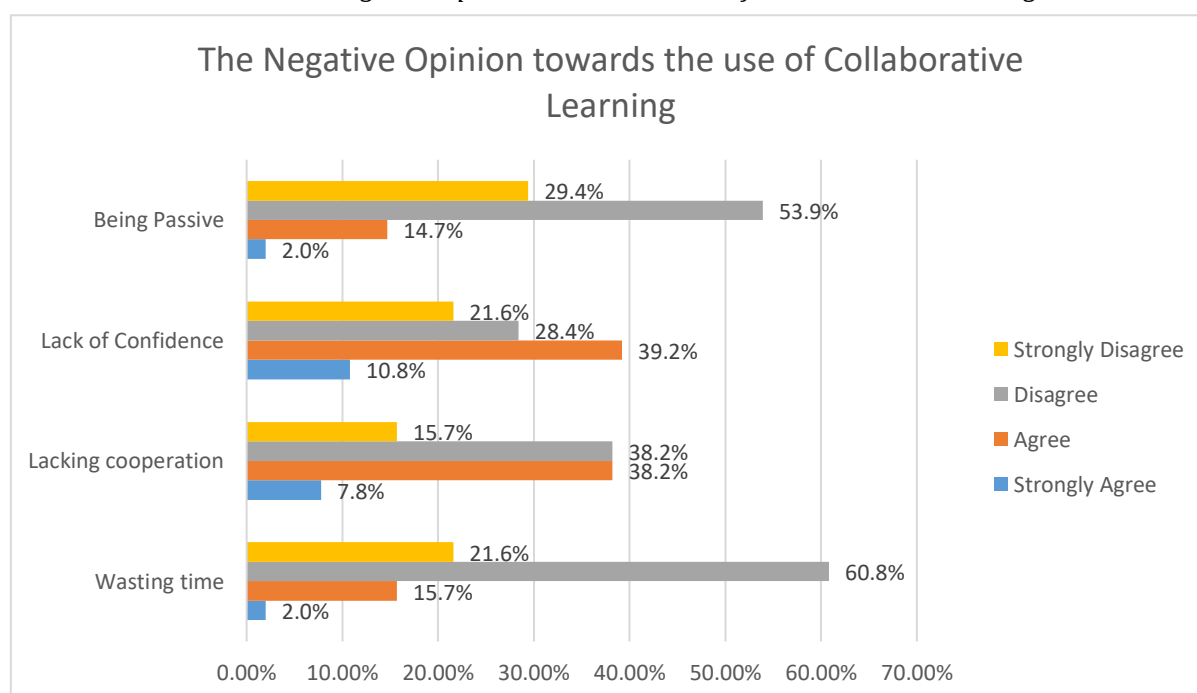|	Strongly Disagree	Disagree	Agree	Strongly Agree
Promoting Responsibility	2.9%	12.7%	53.9%	30.4%
Cooperative Environment	1.0%	7.8%	54.9%	36.3%
Active participation	1.0%	4.9%	33.3%	60.8%
Social Interraction	3.9%	3.9%	50.0%	42.2%
Critical Thinking	2.9%	5.9%	54.9%	36.3%
Communicative Skill	1.0%	3.9%	29.4%	65.7%

Regarding promoting responsibility, the highest prevalence is at agree with 65.7% which is considered larger than any other prevalence and indicated that most of the students feel that collaborative learning promotes their responsibility. Other than that, in terms of cooperative environment, with the highest prevalence is at agree with 54.9% which also indicated that the majority of the students give positive feedback towards cooperative environment in collaborative learning. Furthermore, in terms of active participation, with the highest prevalence is at agree with 60.8% also indicated that the majority of the students perceive that collaborative learning promotes their active participation. As for social interaction, with the highest prevalence is at agree with 50% followed by strongly agree at the prevalence 42.2% indicated that the majority of the students believed that collaborative learning promotes their social interaction. Regarding critical thinking, the highest prevalence is at agree with 54.9%, this shows that collaborative learning also improve students' critical thinking. Furthermore, in terms of communicative skill, the majority of the

students at the prevalence 65.7% is strongly agreed that collaborative learning promotes their communicative skills.

The Negative Opinion Towards the Use of Collaborative Learning

In terms of negative opinion, there are four aspects measured, including students' social interaction, lacking confidence, lacking cooperation, and the perception about being wasting time. The data is presented as follows.

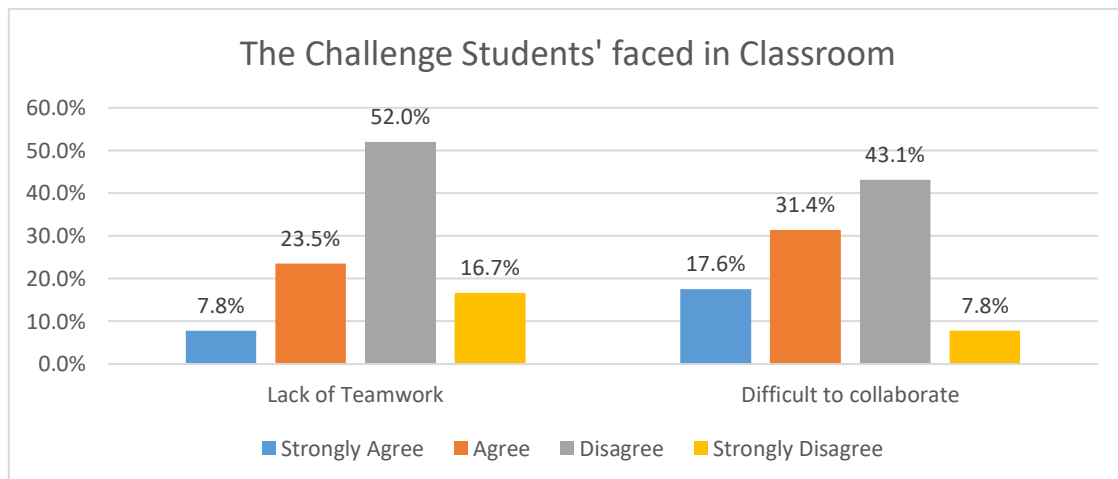*Table 3. Students' negative opinion toward the use of Collaborative Learning*

In terms of being passive, the highest prevalence is at disagree with 53.9% which indicated that most of the students tend to be more active in collaborative learning. Moreover, in terms of lacking confidence, the students that agree is at 39.2%, and strongly agree at 10.8% which result of 50% combined. Meanwhile the students with disagree is at 28.4% and strongly disagree at 21.6% which also combined into 50% combined. This indicated that there are equal number of students with good and lack of confidence. Other than that, for lacking cooperation, the highest prevalence is at agree and disagree with both at 38.2% but students with strongly disagree is more dominant at 15.7% compared to those with strongly agree with 7.8%. This indicated that there are more students with good cooperation compared to those who are lacking cooperation. As for the perception about collaborative learning being wasting time, with the highest prevalence is at disagree

with 60.8% indicated that the majority of the students believed that collaborative learning is suitable method that worth their learning time.

The Challenge Students' Faced in Classroom

In regard to the challenges, there are two aspects measured, including students' teamwork skil and cooperative environtment. The data is presented as follows.

Table 4. Students' challenge in doing Collaborative Learning

Regarding lack of teamwork, the highest prevalence is at disagree with 52% which is considered larger than any other prevalence and indicated that collaborative learning is implemented successfully as the students are collaboratively active in teamwork. Other than that, in terms of being difficult to collaborate, with the prevalence at 43.1% for disagree, 7.8% strongly disagree and combined to 50.9% which indicated that the majority of the students did not encounter any difficulty to collaborate.

Discussion

The finding reveals positive views from the learners about the implementation of collaborative learning method in their speaking class. Based on the findings, it shows the collaborative learning method can be a good method to improving students speaking skill and makes positive learning atmosphere with many reasons. First, the result indicating that collaborative learning class brings the

positive feedback, for the data we can see that most of the students like working in a group, they agreed that collaborative learning method is a good way to help they learn because it's make them more excited when working with their friends. While they are working with their friends, their anxiety and frightened lowering as the students' feedback showed that working in a group help them to enhanced communication skill, stimulated their critical thinking, and help them to socialize because felt comfortable and enjoyable themselves in the learning process. Second, collaborative learning is an appropriate method for a large class, using collaborative learning method in class makes all of the students engaged and participate actively. This encourage students to show their greater responsibility when working in a group, so this method allows the students to have a lot of chances to communicating and speaking with their groups. We can conclude that all of the reasons above have contributed to the success of this strategy.

As for negative aspects of the collaborative learning method, the two main issues are wasting time and self-confidence. Some suggestions would be as follows. First, it is very important for teacher to prepare and design the activities properly before implementing collaborative learning method in their class. The tasks should be structured and simple so it is easier for students to understand their roles. Then, time will not be wasted for telling the task. To make it easier, teacher can provide guideline to help the students. This idea is in line with Anggraeni (2020). In addition, it is very important for teacher to know how to grouping the students. Aggrarwal and O'Brien (2008) find that the size of the student's group can affect their confidence. It is better for teacher to creating the comfortable atmosphere in class, so the students' can improve their skill and self-confidence better.

Conclusion

This study was aimed to determine the EFL students' views about the implementation of collaborative learning in their speaking class. The result show that almost all of the learners give positive views about the implementation of collaborative learning in their speaking class. It was shown most of the students agreed that they like doing the task in a group. It also revealed that collaborative learning give many benefits to help students for example like make them more responsibly for themselves and their group. In addition, it also find that collaborative learning gives advantages to EFL learners', it can enhance their communication skill, improve their vocabulary and pronuncation, built their confidence when speaking English.

Since the implementation of collaborative learning method is the strategies that teacher-centered, it must be very important for the teacher have a good skill in conducting this method in their class. Concerning about the role, it is better for the teacher to have some practice before implementing this method in their class. As an addition, from the result that we can see colaborative learning give many benefits and advantages to the learners, so instituion should support the teachers to implement collaborative learning method in their class because of the positive

effects it brings.

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