THE USE OF COLLABORATIVE LEARNING IN IMPROVING STUDENTS' SPEAKING ACHIEVEMENT: A STUDY ON JUNIOR HIGH SCHOOL STUDENTS

Undergraduate Thesis

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ABSTRACT

THE USE OF COLLABORATIVE LEARNING IN IMPROVING STUDENTS' SPEAKING ACHIEVEMENT: A STUDY ON JUNIOR HIGH SCHOOL STUDENTS

Evi Pebri Yanti

This study investigates the effect of collaborative learning on the speaking achievement of seventh-grade students at SMP Al-Kautsar Bandar Lampung. The design of the study was a one-group pre-test and post-test. The subjects were 31 students. The data were collected using speaking tests administered before and after the treatment and analyzed using the Paired Sample T-Test. The results revealed that collaborative learning had a significant effect on students' speaking achievement. The data were analyzed according to speaking aspects in terms of pronunciation, vocabulary, fluency, grammar, and comprehension. The results showed that collaborative learning had a statistically significant effect on the students' speaking achievement with the significant level 0.001. This proves that collaborative learning facilitates students to improve the speaking achievement.

Keywords: *Collaborative Learning, Speaking Achievement, Group Discussion*

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Research Title : **THE USE OF COLLABORATIVE LEARNING IN IMPROVING STUDENTS' SPEAKING ACHIEVEMENT: A STUDY ON JUNIOR HIGH SCHOOL STUDENTS**

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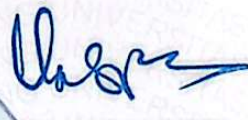NIP 19700318 199403 2 002

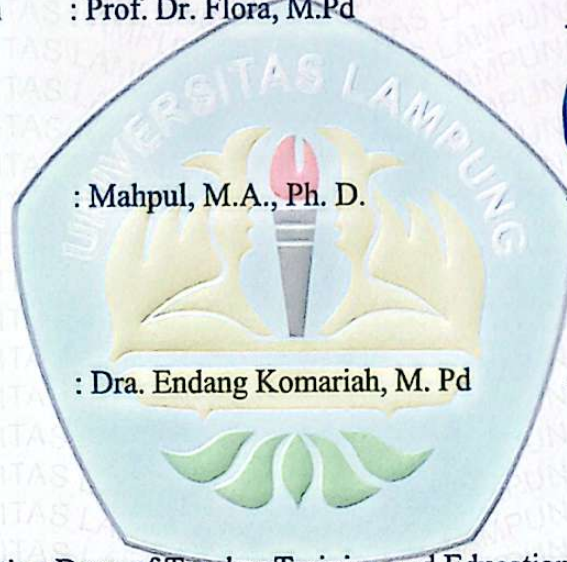# ADMITTED BY

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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Evi Pebri Yanti was born in Kotabumi on February 18, 2003, as the second daughter of Sarwani and Meliyati. She started her education at SDN 2 Panaragan and completed it in 2015. She then continued her studies at SMPN 2 Tulang Bawang Tengah and graduated in 2018. For her senior high school, she attended SMAN 1 Tulang Bawang Tengah and completed her studies in 2021.

In the same year, she was accepted into the English Education Study Program at the University of Lampung through the SBMPTN. During her studies, she joined the Society of English Education Department in 2021 and took part in the Teaching Practice Program (PPL) at SMP Wiyata Bhakti, Natar. This program gave her the chance to practice teaching in the classroom and gain firsthand experience in managing students and lessons.

In 2024, she participated in several educational volunteer activities, including with the Indonesia Teaching Community (ITC), where she also served as a secretary. Through this experience, she learned how to manage simple organizational tasks and improved her communication skills. That same year, she received a scholarship for a free English course at Rumah Inggris and later became part of the teaching staff, which helped her apply what she had learned in a real teaching environment.

DEDICATION

In the name of Allah, who has always granted me strength and blessings, this work is dedicated with deep gratitude and affection to my dear parents. Their constant support, sacrifices, and prayers have been the cornerstone of my life, guiding me through both challenges and successes. To my siblings, whose love and encouragement have been a source of joy and inspiration, always lifting my spirits. To my lecturers, whose insight and guidance have been invaluable throughout my academic journey, shaping my growth and knowledge. And to my friends, whose unwavering support and companionship have made this path even more meaningful. May this work stand as a reminder that through faith, resilience, and the guidance of others, every obstacle becomes an opportunity for wisdom and growth.

MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّى يُغَيِّرُوا مَا بِأَنفُسِهِمْ

"Indeed, Allah will not change the condition of a people until they change what is
in themselves." (Qur'an, Surah Ar-Ra'd, 13:11)

"The only limit to our realization of tomorrow is our doubts of today."

— Franklin D. Roosevelt

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Lastly, the writer truly hope that this thesis can bring some benefits to readers, particularly for those who are interested in similar topics. I realize that this work is still far from perfect, so I sincerely welcome suggestions and constructive criticism for its improvement.

Bandar Lampung, April 2025

Evi Pebri Yanti

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INTRODUCTION

To briefly explain the study, this section provides crucial points. These points relate to the research background, research questions, research objectives, research uses, research scope, and definitions of key terms.

1.1 Background

Collaborative learning is an approach of education that emphasizes the importance of working together to achieve a common goal. This approach is based on the idea that "two or three heads are better than one," as it allows students to share their knowledge, skills, and perspectives to create a deeper understanding of the subject matter. Collaborative learning activities like group projects, role-playing, simulations, and case studies allow students to engage actively and develop crucial skills such as problem-solving, interpersonal communication, and leadership (Bruffee, 1999). Students can deepen their understanding, develop shared responsibility, and prepare for future academic and professional endeavors by working together.

Speaking is vital in language learning, yet many students find it intimidating due to anxiety, which hampers their ability to express ideas effectively. This anxiety can significantly hinder a person's ability to communicate effectively, resulting in avoidance of group discussions and presentations. However, studying in a group can be beneficial in overcoming speaking anxiety. By engaging in group activities, individuals can build confidence in their communication skills, learn from others, and develop strategies to manage their anxiety (Septy, 2016). Interaction in small groups lowers speaking anxiety because learners feel safer and supported by peers. Peer feedback and emotional support reduce fear and negative evaluation. It gradually eases speaking fears.

Collaborative learning has been the subject of many studies in recent years, with researchers exploring its benefits and effectiveness in various contexts. Laal and Seyed (2011) compiled and classified the benefits of collaborative learning found in the literature from 1964 to 2011. They set up that collaborative learning can promote deep learning when students engage in high-quality social interaction, such as discussing contradictory information. Collaborative learning also provides the social skills necessary for future professional work in science. However, simply forming groups does not automatically lead to better learning and motivation.

In our globalized world, being able to speak English well is very important for students. However, many students in Indonesia find it difficult to speak English confidently. This is often due to a lack of practice and the nervousness that comes with speaking a foreign language. According to Brown (2001), students who are good at speaking tend to express themselves better and make fewer mistakes. This shows that we need effective ways to help students improve their speaking skills.

One effective approach for improving speaking skills is collaborative learning. Vygotsky (1978) suggested that students learn best when they work together. In a collaborative setting, students can practice speaking English in a more relaxed atmosphere, which helps reduce the pressure of speaking alone. When students interact with each other, they feel more comfortable sharing their thoughts and ideas, which encourages them to participate more actively in discussions.

Research has shown that collaborative learning can lead to better language skills. For example, Harizaj (2015) found that group discussions help students interact and share ideas, which can improve their writing skills. Similarly, Dalkou and Frydaki (2016) discovered that students who took part in group discussions understood texts better. These studies suggest that collaborative learning can also help improve speaking skills, as it gives students the chance to practice speaking in a supportive environment.

While many studies have looked at older students, it's important to explore how collaborative learning affects junior high school students. This study aims to see how working together in groups can help younger students improve their speaking abilities. By focusing on junior high school students, the research will provide useful insights for teachers who work with this age group.

To investigate the effects of collaborative learning on speaking achievement, this research will use group discussions and collaborative activities. Students will participate in various tasks that encourage them to engage with their peers, allowing them to express their ideas and practice speaking together. Observations and feedback will be collected to see how these activities impact students' speaking performance and their overall involvement in class.

The researcher wants to study how the use of collaborative learning affects junior high school students' English-speaking confidence and whether collaborative learning has a significant effect on improving their confidence or not. Therefore, researchers wanted to conduct a study titled "The Use of Collaborative Learning in Improving Students' Speaking Achievement: A Study on Junior High School Students."

1.2 Research Question

On the background of the problem, the questions formulated by the Researcher as follow:

Is there any significant improvement of students' speaking achievement after the implementation of Collaborative Learning?

1.3 Objective of the Research

Based on the question above, the objectives of this research is to find out whether there is any significant improvement of students' speaking achievement after the implementation of Collaborative Learning.

1.4 Uses of the Research

The result of this research can be used as follow :

1. Theoretically, the result of this research is useful for supporting the theories about the use of collaborative learning in order to improve students' speaking achievement.
2. Practically, this research might be useful for English teachers as a reference to find alternative technique in assessing students speaking achievement through collaborative learning.

1.5 Scope

This research focused on implementing Collaborative Learning to improve students' speaking achievements and to determine whether there are any improvements in students' speaking skills after the implementation of Collaborative Learning. The sample of the research is first-grade students at SMP Al-Kautsar Bandar Lampung.

1.6 Definition of Terms

In order to specify the topic of the research, the researcher provides some definition of the term related to the research. These are the definition of some terms :

1. Collaborative learning is an approach to education in which students share their knowledge and abilities while working in groups to accomplish a common objective.
2. Group discussion is an in-depth conversation about a certain topic where a limited number of participants share ideas, opinions, and possible solutions.
3. Speaking achievement refers to the level of proficiency and effectiveness in communicating verbally in English. It encompasses the ability to articulate thoughts clearly, use appropriate grammar and vocabulary, and engage in meaningful conversations with others.

4. English-speaking skill is the ability to communicate effectively in English, including speaking clearly, using appropriate grammar and vocabulary, and understanding and responding to others.

This chapter discusses the background, research question, objectives of the research, uses of the research, scope, and definition of terms used in the research. Strong theory and several previous studies which support this research will be discussed in the next chapter.

II. LITERATURE REVIEW

This chapter reviews the underlying theories of the research. It consists of: the concept of speaking, aspects of speaking, teaching speaking skills, collaborative learning, types of collaborative learning, procedure for teaching speaking to build speaking achievement through collaborative learning, advantages and disadvantages of using collaborative learning as a teaching strategy, theoretical assumption, and hypotheses.

2.1 The Concept of Speaking

Speaking is a fundamental aspect of human communication that allows individuals to convey messages, express emotions, share information, and interact with others (Chaney, 1998:13). Unlike written language, which allows for revision and careful structuring, speaking is often spontaneous and requires immediate responses. Effective speaking not only involves producing words correctly but also requires an understanding of pronunciation, intonation, and body language. Additionally, it is influenced by the context in which communication takes place, including cultural norms, the relationship between speakers, and the purpose of the conversation.

Brown and Yule (1983:3) categorize speaking into three main functions, each serving a different purpose in communication. Understanding these functions is crucial for learners to develop well-rounded speaking skills that allow them to communicate effectively in different situations.

1. Talk as Interaction

   Talk as interaction refers to conversations that focus on social relationships rather than exchanging precise information. This type of communication is commonly seen in daily conversations, greetings, small talk, and informal discussions where the main goal is to establish and maintain relationships. Social conventions, politeness strategies, and cultural norms play an essential role in these interactions.

2. Talk as Transaction

   Talk as transaction is focused on the accurate delivery of messages, where clarity and precision are more important than social interaction. This function is commonly found in classroom discussions, workplace communication, and service interactions where effective information exchange is necessary. Examples of transactional speaking include giving directions, requesting assistance, booking appointments, or explaining a process.

3. Talk as Performance

   Talk as performance involves delivering structured speech that is often presented in front of an audience, such as speeches, storytelling, oral presentations, or debates. Unlike casual conversations, this type of speaking requires preparation, organization, and confidence to effectively engage listeners. Public speaking skills are crucial in academic, professional, and social contexts, as individuals often need to present their ideas persuasively or share information with a large group.

Mastering these three functions of speaking is essential for effective communication. Nunan (1991) emphasizes that speaking is not just about producing words but involves influencing listeners and ensuring the message is understood. He argues that language learners must develop fluency, coherence, and confidence, as these skills help them express themselves more effectively in different contexts. Additionally, Ur (1996) highlights the importance of meaningful oral practice, suggesting that students should engage in interactive speaking activities like role plays, debates, and discussions to improve their fluency and pronunciation.

Despite its importance, speaking can be one of the most difficult skills for learners to master. Freeman, as cited by Risnadedi (2001:56-57), points out that speaking is often more complex than it appears, as it requires real-time processing of language while considering grammar, pronunciation, and appropriate vocabulary. Many students struggle with hesitation, lack of confidence, or difficulty finding the right words. To overcome these challenges, teachers should create a supportive learning environment where students feel comfortable practicing their speaking skills. Using interactive learning strategies, providing regular feedback, and encouraging peer discussions can help learners gain confidence and fluency over time.

In conclusion, speaking is a key skill that allows individuals to communicate effectively, express their ideas, and engage with others. Understanding the different functions of speaking interaction, transaction, and performance enables learners to develop the necessary skills to communicate successfully in various situations. By practicing regularly and participating in meaningful speaking activities, students can become more confident and fluent speakers, ready to navigate both academic and professional communication challenges.

2.2 Aspects of Speaking

The crucial aspect of speaking is grasping the information or message conveyed by the speaker. Brown outlined five criteria for evaluating students' speaking skills, which include pronunciation, vocabulary, grammar, comprehension, and fluency.

1. Pronounciation

   Brown emphasized the significance of pronunciation as a key component of language proficiency. Consequently, it is essential for students to develop good pronunciation skills, as clarity in pronunciation enhances the comprehensibility of their speech.

2. Vocabulary

Vocabulary refers to a set of special words, language activities, or the knowledge of words and their usage. It encompasses the appropriate terminology utilized in communication. Insufficient vocabulary hampers effective communication and the expression of ideas, both orally and in writing. Limited vocabulary also obstructs language acquisition for learners. Therefore, language instructors should possess extensive knowledge on creating engaging classroom environments to facilitate successful vocabulary acquisition for learners.

3. Grammar

Grammar encompasses a set of language regulations governing the connection between words and sentences. It defines the framework of language, covering diverse vocabulary and sentence structures. Consequently, grammar structures differ across countries due to variations in linguistic systems. Effective communication relies on grammar for integrating vocabulary into sentences, facilitating the coherent and accurate expression of thoughts and ideas.

4. Comprehension

Brown stated that comprehension refers to a student's ability to understand everything that the speaker communicates to them. This implies that in comprehension, both the speaker and the listener must grasp the intended meaning conveyed by the speaker when communicating.

5. Fluency

Fluency, as a component of speaking skills, entails the ability to express oneself smoothly, without frequent pauses or hesitation. It can be described as the capacity to speak without prolonged periods of contemplation.

According the explanation of the speaking aspects, there were five aspects of speaking considered in this research; fluency, grammar, vocabulary, pronunciation, and comprehension.

2.3 Teaching Speaking Skills

When teaching speaking as a foreign language, it is essential for educators to understand the principles that guide effective instruction. To engage students and

foster their interest in learning English, teachers should explore and implement enjoyable strategies. According to Anuradha et al. (2014), several key principles can enhance the teaching of speaking skills:

1. Encourage students to start speaking from the first day, rather than waiting until they have a large vocabulary.
2. Accept repetition from students, as it helps build their confidence.
3. Be patient with one-word answers; this is part of the learning process.
4. Promote active participation by allowing learners to use their existing English knowledge.
5. Introduce useful phrases and structures for various situations, and practice them frequently.
6. Use techniques like back-chaining to help students create longer sentences.
7. Incorporate role play and pair work, supervising to support both active and passive learners.
8. Prepare thoroughly with structured lesson plans and activities.
9. Allow students to make mistakes in the early stages, as constant corrections can hinder fluency.

In summary, the role of teachers in enhancing students' speaking skills is vital. They should provide motivation, create opportunities for students to express their opinions, and offer constructive feedback. By following these principles, educators can foster a supportive and engaging environment that encourages students to develop their speaking abilities.

2.4 Types of Collaborative Learning

Learning in groups involves more than just talking about different subjects. When used correctly, Nunan's list of several powerful group learning techniques can produce the best results. These include:

1. Role-Play

    A useful speaking activity that takes place in the secure setting of the classroom is role-playing. Before employing the target language in everyday

situations, it enables learners to practice speaking it. Students take on roles in this practice and act them out in the target language.

2. Simulation

A more complex exercise than role-play, simulation involves creating a realistic setting for language practice using documents, props, and scenarios. This allows students to immerse themselves in a real-world situation and apply their language skills in a meaningful way.

3. Discussion

Discussions provide students with the opportunity to express their opinions, share ideas, and engage in meaningful conversation on a variety of topics. This can help improve their speaking and listening skills, as well as their ability to think critically and participate in group activities.

4. Jigsaw

Through the Jigsaw technique, participants fill in knowledge gaps by exchanging unique information that is needed by others in pairs or groups in a bidirectional or multidirectional manner. For this information to be shared and exchanged, participants must speak in the target language.

5. Group and Pair Work

Working in pairs and groups on collaborative projects is crucial in a communicative classroom setting. The instructor assigns the work, divides the class into groups or pairs, and specifies when it must be finished. Typically, these exercises conclude with a reporting phase in which members of each group give a class presentation of their concepts or solutions.

Given these options, the researcher chooses Group Discussion as a method of collaborative learning, as it facilitates idea exchange and helps students improve their speaking skills through interaction.

2.5 Group Discussion

Group discussion is an instructional strategy that involves students working together in small groups to discuss a particular topic, exchange ideas, solve problems, or achieve a shared academic goal. Unlike broader collaborative

learning approaches, group discussion focuses specifically on oral interaction and verbal expression. It creates opportunities for students to practice speaking in a more relaxed and supportive setting, fostering the development of both language proficiency and interpersonal communication skills (Nunan, 2003).

The foundation of group discussion is based on Vygotsky's sociocultural theory, which emphasizes that cognitive development is significantly influenced by social interaction. Vygotsky (1978) believed that learners acquire knowledge more effectively through collaborative dialogue with more capable peers or teachers. In the context of group discussion, this takes the form of scaffolding, where learners support each other during the speaking process, gradually internalizing vocabulary, grammar, pronunciation patterns, and comprehension strategies as they interact.

Group discussion also supports natural language use, which is critical for second language learners. According to McCafferty et al. (2006), students engage in authentic communicative practices that mirror real-world interaction. This requires them to listen, think, and respond in real time, which improves fluency, confidence, and pragmatic competence. As students express ideas, ask questions, agree or disagree, and build on others' statements, they improve their speaking performance across five key aspects: pronunciation, vocabulary, grammar, fluency, and comprehension (Harris, 1974). This interactive process helps learners become more fluent, accurate, and responsive speakers.

To implement group discussion effectively, teachers should establish clear goals, assign specific roles, and provide scaffolding through questions and prompts. According to Barkley, Cross, and Major (2014), structured group work promotes positive interdependence, where students rely on each other to reach shared goals. At the same time, individual accountability ensures that each student is responsible for contributing meaningfully to the discussion.

Group discussion also enhances learners' social and communication skills. According to Springer, Stanne, and Donovan (2018), group interaction helps students practice turn-taking, active listening, giving constructive feedback, and negotiating meaning skills essential not only for language development but also for teamwork in academic and professional contexts. Gillies (2016) emphasizes the importance of giving learners clearly defined roles within group discussions, such as moderator, note-taker, or presenter to encourage balanced participation and prevent domination by a few individuals. Additionally, teacher feedback and structured peer evaluation are crucial in guiding students toward more effective communication and collaboration.

In conclusion, group discussion is a powerful pedagogical tool that improves speaking ability through meaningful interaction. While it may present challenges such as unequal participation, these can be managed with thoughtful planning and facilitation. Through this method, students not only develop their English speaking skills but also gain confidence, accountability, and collaborative competence.

2.6 Procedure for Teaching Speaking to Build Speaking Achievement through Group Discussion

Group discussion is one of the techniques used in collaborative learning that allows students to interact, share ideas, and develop language skills in a cooperative setting. It encourages learners to be actively involved in the speaking process, particularly in group interaction. According to Barkley, Cross, and Major (2014), collaborative learning through group discussion enhances speaking ability because it involves joint intellectual effort where learners rely on one another to achieve shared academic goals. When used properly, group discussion creates a supportive environment that fosters speaking achievement through negotiation of meaning and peer scaffolding.

In this study, the procedure of teaching speaking using group discussion is carried out in three stages: pre-activity, while-activity, and post-activity.

1. Pre-Activity

    The teacher greets the students, checks their attendance, and introduces the topic related to physical appearance. To stimulate prior knowledge and vocabulary recall, students are asked questions such as "What does he look like?" or "Can you describe someone's face or hair?" This stage helps build a foundation for the main task and activates students' interest in the speaking activity.

2. While-Activity

    The teacher divides the class into small groups consisting of three to four students. Each group is provided with a picture of a famous person. Students are instructed to observe the picture and discuss the physical appearance of the person in English. Roles are distributed within each group, including leader, writer, and presenter. These roles help organize the group work and ensure equal participation.

    Using guiding questions provided by the teacher, such as "What kind of hair does he/she have?" or "Is he/she tall or short?", each group collaborates to construct a descriptive paragraph. The teacher monitors the discussions, provides help when needed, and ensures that students remain on task. After completing their group work, a representative from each group presents the description to the class. The rest of the class listens and may provide short responses such as "I agree," "That's right," or "Good description."

3. Post-Activity

    The teacher leads a reflection session by asking students what they learned, how they felt working in groups, and how they improved their speaking. Students are encouraged to share their experiences and identify what helped them speak more confidently. Finally, the teacher gives

feedback on the performance of each group, focusing on the five aspects of speaking: pronunciation, vocabulary, grammar, fluency, and comprehension. Positive reinforcement and correction are provided to guide further improvement.

This procedure ensures that students have the opportunity to engage in meaningful speaking practice, reflect on their learning, and receive support in a structured and collaborative environment.

2.7 Advantages and Disadvantages of Using Group Discussion as a Teaching Strategy in Teaching Speaking

Group discussion, as a form of collaborative learning, offers various advantages in teaching speaking. It promotes learner autonomy, increases interaction, and fosters confidence among language learners. However, it also presents some challenges that need to be managed for it to be effective. According to Gillies (2016), the success of group discussion depends on clear structure, appropriate task design, and the teacher's ability to facilitate equal participation.

Advantages:

1. Learning from peers

   Students benefit from listening to and interacting with their peers. Exposure to various perspectives and expressions expands their language input and helps them improve their speaking naturally.

2. Development of social and communication skills

   Group discussions encourage students to cooperate, negotiate meaning, and solve communication problems. These skills are essential both in academic settings and future workplaces.

3. Deeper learning

   Through active discussion, students are required to explain their thoughts, which reinforces their understanding and helps them internalize new vocabulary and grammar.

4. Positive interdependence

   Group success depends on the contribution of each member, encouraging responsibility and mutual support.

5. Increased engagement and motivation

   Compared to traditional instruction, group discussion increases students' motivation to speak, as it allows them to take ownership of the learning process.

Disadvantages:

1. Unequal participation

   Some students may dominate the conversation while others may stay silent. This issue requires careful grouping and monitoring by the teacher.

2. Off-task behavior or conflict

   Without clear guidelines or roles, groups may become distracted or experience interpersonal conflicts.

3. Time-consuming

   Organizing, conducting, and debriefing group discussion activities require more classroom time than individual tasks.

4. Difficulty in assessment

   It can be challenging for the teacher to assess individual students' speaking performance accurately in a group setting.

5. Variability in learning preferences

   Not all students are comfortable in group settings; some may prefer working independently and find group tasks stressful.

Overall, the advantages of group discussion outweigh its limitations when applied with proper planning, structure, and teacher guidance.

2.8 Theoretical Assumption

Learning is social in nature, and group discussion can significantly enhance both learning and speaking achievement in the classroom. When students work

together in small groups, they are able to share knowledge, exchange ideas, and learn from one another in ways that are often more effective than working alone. Group discussion provides students with valuable opportunities to practice speaking English with their peers in a meaningful and purposeful context.

This method can be especially beneficial for students who feel anxious or insecure about speaking in front of the whole class. Group discussion offers a more relaxed and supportive environment where students feel safer to express themselves without fear of being judged or ridiculed. By focusing on cooperation rather than competition, group discussion encourages all students, including the shy or reserved ones, to actively participate in speaking activities.

When participating in group discussions, students have the chance to interact closely with their peers, develop their ideas collaboratively, and receive immediate feedback. This process not only improves their speaking skills but also helps build their confidence, listening skills, and critical thinking. Through continuous interaction, students learn how to structure their speech, apply correct grammar, use appropriate vocabulary, and pronounce words more accurately.

Group discussion also exposes students to a variety of perspectives and expressions, which enriches their understanding of how the English language works in real communication. By listening to different ways of expressing similar ideas, students can expand their vocabulary and become more flexible in using the language. They also become more aware of their own speaking performance as they reflect on what they say and how others respond.

In conclusion, the researcher believes that group discussion is an effective and appropriate technique to support the development of students' speaking ability. It provides a safe, interactive, and learner-centered environment where students can grow as confident and competent speakers of English.

2.9 Hypotheses

Based on the theoretical assumption, the researcher formulates the hypotheses as follow:

H0   : There is no improvement of students' speaking achievement after the implementation of Collaborative Learning.

H1   : There is an improvement of students' speaking achievements after the implementation of Collaborative Learning.

In short, those are the explanation about this chapter that are about the concept of speaking, aspects of speaking, teaching speaking skills, collaborative learning, types of collaborative learning, procedure for teaching speaking to build speaking achievement through collaborative learning, advantages and disadvantages of using collaborative learning as a teaching strategy, theoretical assumption, and hypotheses.

III.   METHODS

This chapter deals with design and procedures of the research. This refers to research design, variables, data source, research instrument, scoring system, procedure of data collection , data analysis, data treatment and hypothesis testing.

3.1 Design

The researcher used quantitative research to investigate the impact of group discussions on students' speaking achievement. Specifically, the research sought to determine if there was an improvement in students' speaking achievement after being taught through Collaborative Learning.

For the assessment of students' speaking achievement, a speaking test was conducted. The speaking test was administered both before (pretest) and after (posttest) the implementation of collaborative learning. This study employed a pretest-posttest design with three treatment sessions. The research design can be summarized as follows:

T1 X T2

With the following explanation :

T1   : Administration of the pretest speaking test

X   : Three treatment sessions of group discussions

T2 : Administration of the posttest speaking test

In this research, the researcher administered the pretest speaking test (T1) by using Collaborative Learning as a strategy in teaching to measure the students' speaking achievement before they were given the treatments. Then, treatments were given using Collaborative Learning to see the significant differences in the

students' speaking achievement. The researcher administered the posttest speaking test (T2) to measure how much the participants had improved after they received the treatment.

3.2 Variables

In this study, there were two variables: the independent variable (X) and the dependent variable (Y). The independent variable was Collaborative Learning, which was investigated, and the dependent variable was speaking achievement, which was measured to assess the effect of the independent variable.

X : Collaborative Learning as independent variable

Y : Speaking achievement as dependent variable

3.3 Data Source

The research was conducted at SMP Al-Kautsar Bandar Lampung. The population of the research was the first grade students of SMP Al-Kautsar Bandar Lampung consist of 31 Students. The researcher chose the first grade students because it was assumed that the class was suitable with the basic competence that the researcher considered. A class was taken as the sample of this research by using random sampling.

3.4 Instrument

In order to gain the data for the research, the researcher used several instruments:

1. Speaking Test
   The speaking test was conducted to assess the students' speaking abilities. The tests were given twice, as a pre-test and a post-test. These tests provided information about the students' speaking achievement before and after the treatments. To evaluate the students' speaking performance, the researcher used a speaking rubric to clarify the assessment of their performance.

2. Voice Recorder

   Since the data in this research fell under the category of conversation analysis, a voice recorder was used to capture discussions during the treatment sessions.

3.5 Validity and Realibility of the Instrument

In conducting the research, the researcher used an instrument, which was proven to fulfill the validity and reliability aspects.

1. Speaking Test

   The speaking test was administered to assess students' speaking abilities in relation to the implementation of group discussions. There were a speaking pretest and a posttest. The pretest was administered to evaluate students' speaking abilities before the treatment, while the posttest was administered to assess their speaking abilities after the treatment. To ensure that the speaking test was suitable for this research, the researcher examined the validity and reliability aspects of the instrument.

a. Validity

   According to Hatch and Farhady (1982), a test could be considered valid if it measures the objectives intended and is suitable to the criteria. There are several types of validity, but content validity and construct validity were used in this research.

   • Content Validity

     According to Setiyadi (2018), content validity concerns whether the test is appropriately representative and comprehensive. In other words, the material provided should be appropriate for the curriculum. In this research, the researcher used a speaking test that was suitable for 7th grade junior high school students. The test was considered valid in terms of content validity since it demonstrated a sample of the language skills and

structures. Additionally, the material was chosen based on the Merdeka Curriculum and the objectives in the syllabus for 7th grade students at SMP Al-Kautsar Bandar Lampung, which stated that students were expected to be able to explain, communicate, and present texts using simple sentences related to descriptive text material (describing people's appearance, have/has).

- Construct Validity

  Construct validity concerns whether the test aligns with the theory of what it means to know the language (Shohamy, 1985: 74). If the test has construct validity, it is capable of measuring the students' achievement. This means that the pretest and posttest measured certain aspects based on the indicators. The researcher employed the five aspects specified by Brown (2001) in grading students' speaking tests: pronunciation, vocabulary, fluency, grammar, and comprehension.

b. Reliability

In this research, the researcher used inter-rater reliability. As the name suggests, this reliability involved two raters or observers in measuring the students' spoken performance. The raters were the researcher and the English teacher. Inter-rater reliability was utilized in this research, and the reliability of the data was analyzed using Cohen's Kappa or Kappa statistics in SPSS 27 to obtain students' speaking scores from the two raters. According to Landis and Koch (1977) kappa value categories are as follows :

$\kappa < 0.00$ poor agreement

$1.0 < \kappa < 0.20$ slight

$0.21 < \kappa < 0.40$ fair

$0.41 < \kappa < 0.60$ moderate

0.61 $< \kappa <$ 0.80 substantial, and

0.81 $< \kappa <$ 1.00 almost perfect agreement

Table 3. 1 Reliability of Pre-Test

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.851	.069	12.252	<.001
N of Valid Cases		31			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on table 3.1 above, the test result shows a Kappa value = 0.851 with a significant of p < 001. Based on the categories given by Landis and Koch (1977), with a value 0.851, the data shows almost perfect agreement.

Table 3. 2 Reliability of Post-Test

Symmetric Measures

		Value	Asymptotic Standard Error[a]	Approximate T[b]	Approximate Significance
Measure of Agreement	Kappa	.809	.076	11.262	<.001
N of Valid Cases		31			

a. Not assuming the null hypothesis.

b. Using the asymptotic standard error assuming the null hypothesis.

Based on table 3.1 above, the test result shows a Kappa value = 0.809 with a significant of p < 001. Based on the categories given by Landis and Koch (1977), with a value 0.809, the data shows almost perfect agreement.

Thus, it can be concluded that the reliability values from the pre-test and post-test indicate an almost perfect level of agreement. The reliability test results for both the pre-test and post-test scores also show that the obtained Kappa values are statistically significant. This implies that the observed level of

agreement is not due to chance but genuinely reflects inter-rater reliability. These findings indicate good reliability in the measurements or assessments conducted.

3.6 Procedure of Data Collection

In gaining the data, the researcher used several steps and techniques:

1. Administering the pretest

    The pretest was administered to assess the students' speaking ability before the implementation of group discussion activities. The pretest was an individual task where students described a person (e.g., a friend or an artist).

2. Choosing the material and administering treatments

    Based on the results of the pretest, the researcher selected appropriate topics for the group discussions. The treatment involved group discussion activities with a focus on describing people. Students were tasked with describing their classmates, one of their family member and an artist in groups. There were three treatment meetings, each lasting 60 minutes, where students practiced expressing their ideas in English using descriptive language.

3. Administering the posttest

    The posttest was administered to evaluate the students' speaking ability after the group discussion activities. The posttest was an individual task where students described a famous artist. Each student had 1 minute to present their description.

4. Analyzing the data (pre-test and post-test)

    After evaluating the pre-test and post-test results, the data was analyzed using the SPSS software program. This analysis aimed to determine the average scores of both tests and assess the significance of the improvement by comparing students' performance in the pre-test and post-test. If the post-test scores are higher than the pre-test scores, it signifies an enhancement in young learners' speaking achievement.

5. Recording

    The students' utterances were recorded during the pretest and posttest using an audio recorder provided on a mobile phone. This helped the researcher score

students' speaking. Moreover, the audios could be replayed if the researcher needed to review the students' performance.

6. Scoring

    Since the researcher used two raters to score the speaking tests, the first rater sheet was filled in by the researcher, and the second was filled in by the English teacher. After scoring the pretest and posttest, the researcher conducted reliability analysis using SPSS.

7. Transcribing

    All students' utterances in the pretest and posttest were transcribed.

8. Analyzing the data gained

    The data gained focused solely on speaking ability to answer the research questions.

In summary, the research procedures included administering the pretest, conducting treatments, administering the posttest, and analyzing the data (pretest and posttest).

3.7 Data Analysis

A. Speaking Test Scoring System

    After collecting the data, the result of students' performance in the pre-test then compared with the result of their performance in the post-test. To analyze the data collected from the speaking test, the researcher processed the data through the following steps:

    1. Scoring the speaking test (pre-test and post-test)
    2. Finding the mean of the pre-test and post-test by using the formula:

    $$Md = \sum d / N$$

    Note:

    Md refers to mean

    Σ relates to the total score of the students

    N refers to the number of students

    3. Drawing a conclusion by comparing the means of pre-test and post-test. The mean of the pre-test compared to the mean of the post-test to see

whether collaborative learning gives any improvement in young learners' speaking achievement or not. In order to determine whether the students get an improvement or not, the researcher will use the following formula:

$$I = M2 - M1$$

Note:

I = the improvement of young learners' speaking achievement

M1 = the average score of the pre-test

M2 = the average score of post-test

In evaluating the speaking scores of seventh-grade students, a scoring rubric by Brown (2001) is used. Based on the speaking test, there are five aspects assessed: pronunciation, vocabulary, fluency, grammar, and comprehension.

Table 3.3 The Scoring Criteria Adopted from Brown (2001)

Indicators	Score	Criteria
Pronunciation	1	Errors in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.
	2	Accent is intelligible though often quite faulty.
	3	Errors never interfere with understanding and rarely disturb the native speaker. Acceny may be obviously foreign.
	4	Errors in pronunciation are quite rare.
	5	Equivalent to and fully accepted by educated native speakers.
Vocabulary	1	Speaking vocabulary inadequate to express anything but the most elementary needs.
	2	Has speaking vocabulary sufficient to express himself simply with some circumlocutions.
	3	Able to speak the language with sufficient vocabulary to effectively in most formal and informal conversations on practical, social and professional topics. Vocabulary is broad enough that he rarely has to grope for a word.
	4	Can understand and participate in any conversation within the range of his experience with a high degree

		of precision of vocabulary.
	5	Speech on all levels is fully accepted by educated native speakers in all its features including breadth of vocabulary and idioms, colloquialism and pertinent cultural references.
Fluency	1	(no specific fluency description. Refer to other four language areas for implied level of fluency.)
	2	Can handle with confidence but not with facility most social situations, including introductions and casual conversations about current events, as well as work, family and autobiographic al information.
	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for words.
	4	Able to use the language fluently on all levels normally pertinent to professional needs. Can participate in any conversation within the range of this experience with high degree of fluency.
	5	Has complete fluency in the language such that his speech is fully accepted by educated native speakers.
Grammar	1	Errors in grammar are frequent, but speaker can be understood by a native speaker used to dealing with foreigner.
	2	Can usually handle elementary constructions quite accurately but does not have through confident or control of the grammar.
	3	Control of grammar is good. Able to speak the language with sufficient structural accuracy to participate effectively in most formal and informal conversations on practical, social and professional topics.
	4	Able to use the language accurately all on levels normally pertinent to professional needs. Errors in grammar are quite rare.
	5	Equivalent to that of an educated native speaker.
Comprehension	1	Within the scope of his very limited language experience, can understand simple questions and statements if delivered with slowed speech, repetition or paraphrase.
	2	Can get the gist of most conversation of non-technical subjects. (i.e., topics that require no specialized knowledge)
	3	Comprehension is quite complete at a normal rate of

		speech.
	4	Can understand any conversation within the range of his experience.
	5	Equivalent to that of an educated native speaker.

It concluded that the data analysis process consists of three steps. The first is scoring the speaking test, finding the mean, and drawing the conclusion.

3.8 Data Treatment

In order to find out the improvement of students' speaking achievement after being taught by collaborative learning techniques, the researcher used statistics to analyze the data using the statistical computation i.e. Paired Sample T-Test of SPSS. According to Setiyadi (2018), using Paired Sample T-Test for hypothesis testing has 3 basic requirements, namely:

1. The data is interval or ratio.
2. The data is taken from a random sample in the population (not absolute).
3. The data is distributed normally.

3.8.1 Normality Test

The normality of the test was used to measure whether the data of the test had a normal distribution or not. The researcher used One Sample Kolmogorov-Smirnov Test with SPSS 27. The result of the normality test can be seen in the table 3.4 below:

Table 3. 4 Normality Test

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
pretest	.140	31	.127	.940	31	.081
posttest	.149	31	.075	.963	31	.341

a. Lilliefors Significance Correction

Table 3.4 demonstrates that both sets of data exhibit a normal distribution. The normality test result for the pretest is 0.127, while the post-test shows a value of 0.075. Since both values exceed 0.05, we do not reject the null hypothesis. Thus, it can be concluded that the scores from both the pretest and post-test are normally distributed.

3.8 Hypotheses Testing

After collecting the data, the researcher analayzed in order to find whether there is any improvements of students speaking confidence after being taught group discussion. To determine whether the hypothesis is accepted or refused, the formula criteria of acceptance:

H0   = There is no improvement of students speaking achievements after the implementation of Collaborative Learning.

H1   = There is an improvement of students speaking achievements after the implementation of Collaborative Learning.

Those are the methods of research which use in this study, such as design, variables, data source, instrument, procedure of data collection, data analysis, data treatment, and hypotheses testing.

V.   CONCLUSION AND SUGGESTION

This chapter presents two key components: a conclusion of the research findings and recommendations for English teachers and future researchers who may pursue similar studies.

5.1 Conclusion

This study shows that collaborative learning helps students improve their speaking skills in a natural and effective way. Through group discussions, students get more chances to practice speaking, learn from each other, and gain confidence. They become better at pronunciation, vocabulary, and fluency because they are actively using the language instead of just memorizing rules. Collaborative learning creates a more relaxed and supportive environment where they feel comfortable expressing themselves. When students work together, they are encouraged to speak more often, which helps them develop their speaking ability step by step.

Besides improving their speaking achievement, collaborative learning also makes students more engaged and less afraid of speaking English. Working in groups helps them feel more motivated and supported, making it easier to learn and remember new words and grammar. They also get real-time feedback from their friends, which helps them correct mistakes and speak more naturally. Additionally, collaborative learning teaches students important skills like listening, responding, and thinking quickly in conversations. The results of this study clearly show that when students are given the opportunity to learn together in a structured way, they can improve their speaking skills more effectively and gain the confidence they need to communicate in English.

5.2 Suggestions

Based on the conclusions drawn from the research, the following recommendations are proposed:

5.2.1 Suggestions for English Teachers

1. Since some students found it difficult to differentiate between "has" and "have," it would be helpful for the teacher to use simple grammar exercises and visual examples to make the rules clearer. Additionally, the teacher should also explain possessive pronouns, as this was not covered during the lessons and students need better understanding of this important grammar point.

2. Since some students struggled to give detailed descriptions, the teacher could guide them with brainstorming activities and checklists, so they remember to include details like height, clothing, or other distinguishing features.

3. Since some students were hesitant to participate in presentations, it would be beneficial for the teacher to assign roles to encourage more active participation. For example, giving students specific roles within group discussions can help balance participation and build confidence over time.

5.2.2 Suggestions for Future Researchers

1. Conducting long-term studies could help future researchers understand how collaborative learning impacts students' speaking achievement over an extended period.

2. Future research could explore the use of additional techniques alongside collaborative learning, such as role-playing or storytelling, to further enhance students' speaking skills.

3. While this study showed that collaborative learning improves engagement, future research could examine specific strategies to ensure equal participation among all students, such as rotating roles and peer mentoring.

4. Since the researcher faced difficulties in monitoring all groups effectively during the discussions, future studies should consider ways to overcome this limitation, for example by using video recordings or having co-researchers to assist in observation.

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