

# **THE EFFECTIVENESS OF COLLABORATIVE LEARNING IN IMPROVING STUDENTS' SPEAKING SKILL**

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## **Abstract**

Tujuan penelitian ini adalah untuk mengetahui apakah ada peningkatan atau tidak terhadap kemampuan siswa dalam berbicara setelah diajarkan menggunakan teknik Collaborative Learning. Penelitian ini menggunakan pendekatan kuantitatif dan dilaksanakan di kelas XI IPS 1 yang berjumlah 37 orang. Peneliti menggunakan tes berbicara untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa ada peningkatan kemampuan siswa dalam berbicara setelah diajarkan menggunakan teknik Collaborative Learning. Hal ini dapat dibuktikan dari adanya peningkatan nilai rata-rata siswa dari pretes ke postes yaitu 42.94 ke 72.43, dengan nilai t-table 42.300 dan t-value 2.028. Oleh karena itu dapat disimpulkan jika teknik Collaborative Learning dapat meningkatkan kemampuan siswa dalam berbicara.

The aim of this research is to find out whether there is a significant improvement of the students' speaking skill after they were taught by using Collaborative Learning. This research used quantitative approach and was conducted to 37 students in class XI IPS 1. The researcher administered speaking test in collecting the data. The result of the data analysis showed that there was a significant improvement in students' speaking skill after they were taught by using Collaborative Learning. It could be proven from the improvement of students' mean score from pretest to posttest, which was 42.94 to 72.43, with t-table is 42.300 and the t-value is 2.028. In short, Collaborative Learning can improve students' speaking skill.

**Keywords:** collaborative learning, improving, speaking skill

## **INTRODUCTION**

Speaking is one of the central elements of communication and it has important roles in communication. By speaking, the students can express their ideas, share information, and maintain social relationship by communicating to others. According to Chaney (1998:13) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. Speaking skill has important relation in communication. This is because people cannot make a good communication without speaking. By speaking, people can express their ideas or share information.

In addition, speaking is one of the productive skills of language that can be used to express ideas or send message to the hearer or listener. It means that when one speaks, he/she produces expression that should be meaningful. Then, the receiver or the hearer can receive the message from the speaker directly without any miscommunications.

In teaching, the teacher usually uses a technique which can improve the students' speaking skill. Teacher will choose what technique that is appropriate for his/her students' condition or situation. The goal of teaching speaking should improve students' communicative skills because students can express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

According to Nunan (2003:48), what is meant by teaching speaking is to teach English language learners to:

1. produce English speech sounds and sounds patterns,
2. use words and sentence stress, intonation patterns and the rhythm of the second language,
3. select appropriate words and sentences according to the proper social setting, audience, situation and subject matter,
4. organize their thoughts in a meaningful and logical sequence,
5. use language as a means of expressing values and judgments, and
6. use the language quickly and confidently with few unnatural pauses, which is called fluency.

Based on the researcher's experience when conducting teaching practice program (PPL/2014) at the ninth grade of SMPN 2 Liwa West Lampung, it can be reported that some students still got difficulties in producing the utterance properly. They did not know how to answer teacher's question or ask a question. Even though there were some students who were able to express their thought, they still have problems in pronouncing it.

In this research, the researcher implements a technique which can improve the students' speaking skill. The technique which is appropriate for the researcher's goal is Collaborative Learning.

Collaborative learning is heavily rooted in Vygotsky's (1978: 209) views that there exists an inherent social nature of learning which is shown through his theory of zone of proximal development. Often, Collaborative Learning is used as an umbrella term for a variety of approaches in education that involve joint intellectual effort by students or students and teachers.

When implementing Collaborative Learning, the first step is to specify clearly the academic task. Next, the Collaborative Learning structure is explained to the students. An instruction sheet that points out the key elements of the collaborative process is distributed. As part of the instructions, the students are supported to discuss "why" they thought as they did regarding solutions to the problems. They are also instructed to listen carefully to the comment of each member of the group. As experience reveals, group decision-making can easily be dominated by the loudest voice or by the student who talks the longest. Hence, it will insist that every group member must be given an opportunity to contribute his or her ideas. After that the group will arrive at a solution.

Based on the elaboration above, it can be stated that the principle of Collaborative Learning is focusing on the interaction and activity between student to student and to teacher in the teaching learning process. In applying this Collaborative Learning, teacher will divide students into some groups and give them the problem to be discussed. Actually, there are some examples of class room activities in collaborative learning which can be used by the teacher. In this research, the researcher will use 3 class room activities; they are *Think-Pair-Share*, *Group Problem Solving*, and *Case Study*.

So, from the explanation above, this research focuses on the improvement of the students' speaking skill after they were taught by using Collaborative Learning. The research problem of this research is to find out whether there is any significant improvement of the students' speaking skill after they were taught by using Collaborative Learning.

## **METHODS**

This research was quantitative research which used *one group pretest posttest design*. The population of this research was the second year of social class students of SMAN 15 Bandar Lampung which consist of 3 classes. The 3 classes are homogeneous since they were divided randomly. The sample was taken by using lottery. The sample of this research was XI IPS 1 which consists of 37 students.

In this research, the researcher used several instruments in conducting her research. The instrument was the test of speaking ability of students' to speak orally in the class. The researcher started the research by conducting the pretest. The researcher administered pretest before the treatments. It aims to know the students' speaking skill before the treatments. In administering the pretest, the researcher asked the students about some problems that became trending topics in society. Then, the researcher divided the students into some groups that consist of 3-4 persons. After that, the researcher gave each group a piece of paper consisting a problem to be solved. Every student in each group discussed his/her problem together. They should give their opinion or suggestion related to the text. Before they started to discuss, the researcher asked them to record their discussion using their phones and the researcher recorded the oral test by using the recorder to make sure the test run well. The aspects of speaking which were scored by the researcher were pronunciation, grammar, vocabulary, fluency, and comprehension.

After the pretest, the students were taught using Collaborative Learning. At the first treatment, the researcher began the class by giving a text consisting an interesting picture. The researcher started the first treatment by applying *Group Problem Solving* classroom activities. The researcher presented a problem to be solved. In this case, the students were providing some structures or guidance in solving the problem.

At the second treatment, the researcher used different classroom activity. The researcher used *Think Pair Share* that belongs to Collaborative Learning's classroom activity. In the Think-Pair-Share, the instructor posed a question that demands analysis, evaluation, or synthesis. Then, the students took a few minutes to think through an appropriate response. After that, the students turned to a partner (or small groups) and shared their responses.

In the last treatment, the researcher the researcher conducted the same activities as the first meeting but with different class room activity to minimize the students' boredom. In this treatment, the researcher used *Case Study* class room activity. The students should solve or analyze the problem and give suggestion or opinion. The researcher helped them by analyzing the text together with the students until they understood. In this class room activity, the students' analyses were really important, because this class room activity needs the students' high-curiosity in solving the problem.

Then, the researcher administered the posttest after the treatment. It is aimed to see the significant improvement of the students' speaking skill after they were taught by using Collaborative Learning. The form of the test was subjective test.

After the researcher conducted the treatments, the students got the posttest which procedures were similar to the pretest. During administering the test, the researcher recorded the activity by using recorder. The researcher used recorder in this research as recording tool because the researcher focused on the five aspects of speaking, namely; pronunciation, grammar, vocabulary, fluency, and comprehension.

Then, in order to see whether there was an improvement of students' speaking skills, the researcher examined the students' score using some steps. First, the students' utterances were transcribed. Then, all students' utterances were listened again to find out their scores in speaking. The raw score were tabulated and calculated using repeated measures T-test of Statistical Package for Social Science (SPSS) for windows version 17 to test whether there is an improvement or not.

## **RESULTS AND DISCUSSION**

The objective of this research was to find out the students' significant improvement in their speaking skill after they were taught by using Collaborative Learning. The population of this research was the second grade students in social class of SMAN 15 Bandar Lampung. The researcher took XI IPS 1 as the sample of this research. This class consists of 37 students. This research was conducted in 5 meetings: first, the researcher administered pre-test. In the second, third, and fourth meeting, the researcher conducted the treatment by using Collaborative Learning. In the fifth meeting, the researcher administered post-test to find out the students' improvement in their speaking skill after they were taught by using Collaborative Learning.

The researcher used SPSS 17.00 to analyze the scores of the pretest and the posttest in the experimental class. The mean score of the pretest was 42.9, the highest score was 60, the lowest score was 28, and the median was 40.

From the result of the pretest scores, it showed that there are 2 students (5.4%) who got score in the range 25-30, 2 students (5.4%) who reached score in the range 31-35, 9 students (24.3%) who reached score in the range 36-40, 11 students (29.7%) who reached score in the range 41-45, 10 students (27.1%) who got score in the range 46-50, 2 students (5.4%) who got score in the range 51-55, and there is 1 student (2.7%) who reached score in the range 56-60. The total score of the pretest is 1589, the average score is 42.94, the highest score is 60 and the lowest score is 28. The median score is 42.00 and the mode is 42.00 too.

After conducting the pretest and three times treatments, the researcher administered the posttest. The posttest was administered to measure the students' speaking skill after the treatments by using Collaborative Learning.

From the result of the posttest scores, it showed that there are 18 students (48.6%) who got score 66-70, 8 students (21.6%) who reached score 71-75, 9 students (24.4%) who got score 76-80, there is 1 student (2.70%) who reached score 81-85, and 1 student (2.70%) who reached score 86-90. From the data, it showed that the highest score is 90 and the lowest score is 66. The total score of the posttest is 2680 and the average score is 72.4. Furthermore, the median score is 72 and the mode is 68.

The researcher also found out the improvement from the five aspects of the students' speaking skill from the pretest and the posttest. In the pretest, it can be



seen that pronunciation is 9.5 because when the researcher conducted the pretest, the students were lack in pronouncing English words. The grammar is 7.1 and it is the lowest score because when the students made a sentence, they still found some difficulties to understand the pattern or the use of subject, verb, and how they arranged the sentence itself. Vocabulary is 7.8 because the researcher found out that the students only used familiar words that they knew and they still opened dictionary to find out the meaning of some words. Fluency is 8.2 because in fluency aspect, the students spoke haltingly due to the limited knowledge in English. The last one is comprehension; it is 10.3 because the students did not really understand about the text and what their friends said.

Meanwhile, in the result of the posttest scores, the researcher found that the aspects of speaking improved higher than in the pretest. Pronunciation is 16.7 because most of the students could pronounce the words and sentence better than in the pretest and the researcher tried to teach them how to pronounce some words at the treatments as the input of the teaching learning process. Grammar is 13.00 because the students had already made a sentence properly with grammatical correct. Vocabulary is 12.4 because when the researcher administered the treatments, the researcher tried to use new words as the material in giving opinion and it made the students' vocabulary improves rather than before. Fluency is 13.7 because most of the students could express their ideas fluently than in the pretest and the students were not haltingly anymore in expressing some words in English. The comprehension is 16.6 because in the posttest, the students could understand the text better and they could make some arguments based on the text that was given by the researcher.

From the statistical calculation formula by using SPSS 17, it was also found that the lower value is negative and the upper value is negative too. So, it means that this technique gives significant difference after the treatment was implemented. The result of hypothesis testing showed that the significant 2 tailed is  $p=0.000$  and the level of significant is if  $p<0.05$ . So it means that there is a significant improvement of students' speaking skill after they were taught by using Collaborative Learning.

Based on the result of the research, it can be seen that the students got a higher score after the treatments. In short, there was a significant improvement of the students' speaking skill after they were taught by using Collaborative Learning. This finding approves Wallace's (1978:98) theory that oral practice (speaking) becomes meaningful to the students when they have to pay attention what they are saying. The result of this research reports that the intervention from the teacher is effective in improving or increasing the students' speaking skill.

The students faced some mistakes when they gave their opinions in the pretest, such as wrong pronunciation, incorrectness in arranging the sentences, and lack of vocabularies. For example, the students had difficulty in pronouncing words "music" and "trough", they pronounced /mu:sik/ or /mu:zik/ and /trogh/ or /tru:h/; but after the treatment, they could pronounce the words /mju:zik/ and /θru:/. While for grammar, the students actually made various grammatical errors in the pretest, such as, missing verb (e.g. "You will be fun you learning", "it ease in remember"), missing suffix s/es for plural noun (e.g. "all the lesson", "my group bad favorite is gun and roses, a7x"), and subject-verb agreement ("music and song make myself become comfortable", "what genre music you like?").

After the researcher conducted three times treatments, the students' speaking skill had improved in the posttest. It could be seen from the students' scores. From the data, it showed that the total score of the posttest was 2680. The highest score was 90 and the lowest was 66. It increased more than the pretest. The total score of the pretest was 1586. The highest score was 60 and the lowest score was 28. The students could pronounce "trough (/θru:/), music (/mju:zik/), they used more vocabularies (increase, disturb, creative), spoke more fluently, could comprehend the text well, and they also produced sentence with good grammar.

The good cooperation with their group was really important in this case, so the students would not find any problems during teaching learning process. The students could work in group, share information, correct each others, and give suggestions between the friends in a group. This was related to Johnson (1994; 4-5) theory about the advantages of Collaborative Learning. He says that there are some advantages of Collaborative Learning; first, the students can be motivated to learn English actively. Then, the students can learn the language not only with teacher but also with another student in the group. After that, Collaborative Learning makes teaching learning process in the classroom more naturally because they can give and express their ideas and opinions during teaching learning process. Therefore, it can be said that Collaborative Learning can help students in understanding the content of the subject without feeling afraid of making mistakes.

Therefore, from the result above, the researcher concluded that by using Collaborative Learning, it could improve the students' speaking skill and make the students brave in expressing or giving opinion with their friends or with the

teacher. Besides that, Collaborative Learning could also develop all aspects of the students' speaking skill in respect to pronunciation, grammar, vocabulary, fluency, and comprehension.

## **CONCLUSIONS**

Based on the results of the data analysis and discussion, the researcher concludes that there was a significant improvement of the students' speaking skill from the pretest and posttest after they were taught by using Collaborative Learning. Collaborative Learning is applicable to encourage the students to improve their speaking skill. In this research, the highest improvements of the students speaking skill were in aspect of comprehension and pronunciation. Learning process using Collaborative Learning makes the students are able to share their ideas because they always practice to speak and have self correction to control their pronunciation in speaking. The students can discuss the text with their friends freely. So, if the students find some difficulties in comprehending new words, they will ask their friends and discuss it together. By practicing a lot, there will be an improvement of the students' speaking skill.

As suggestions, the researcher suggests that the English teacher is required to use this technique (Collaborative Learning) to improve the students' speaking skill because by using this technique the students can express their ideas, information, or opinions freely without afraid of making mistakes.

Then, for the further researcher, the researcher found that some students were bored when they read the long text. Therefore, in choosing the topics in the pretest and the posttest, the further researcher should try to find the themes which

are close to the environment of the subjects in order to make the discussion run well.

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