**PROMOTING THE STUDENTS' SPEAKING SKILL BY IMPLEMENTING**

**COLLABORATIVE LEARNING METHOD**

**(*A Quasi Experimental Research at Muhammadiyah University of***

***Makassar*)**

*Thesis*

**By**

**AYYUB B**

**NIM. 10507.01.025.16**

**GRADUATE PROGRAM**

**MAGISTER OF ENGLISH LANGUAGE EDUCATION**

**MUHAMMADIYAH UNIVERSITY OF MAKASSAR**

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# PROMOTING THE STUDENTS' SPEAKING SKILL BY IMPLEMENTING COLLABORATIVE LEARNING METHOD

**(*A Quasi Experimental Research at Muhammadiyah University of Makassar*)**

**A THESIS**

**In Partial Fulfillment of the Requirement**

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**Written and Submitted by**

**AYYUB B**

**NIM. 10507.01.025.16**

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THESIS

# PROMOTING THE STUDENTS SPEAKING SKILL BY IMPLEMENTING COLLABORATIVE LEARNING METHOD

*(A Quasi Experimental Research at the Second Semester English Department of Muhammadiyah University of Makassar)*

Written and Submitted by

## AYYUB B

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Has been defended in front of the thesis
examination committee
On February 22nd
and fulfilled the requirements

Approved by
Committee of Supervisors

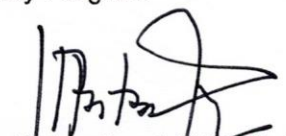Advisor I                                                      Advisor II

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iii

## APPROVAL SHEET

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| Thesis Title | : | PROMOTING THE STUDENTS SPEAKING SKILL BY IMPLEMENTING COLLABORATIVE LEARNING METHOD (A Quasi Experimental Research at the Second Semester English Department of Muhammadiyah University of Makassar) |
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This is to certify that the thesis entitled **"Promoting the Students Speaking Skill by Implementing Collaborative Learning Method (A Quasi Experimental Research at the Second Semester English Department of Muhammadiyah University of Makassar)"** on Februari 22, 2021 has been approved by the committee of examiners and fulfilled the requirements.

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iv

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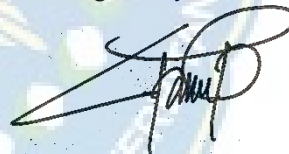Nama                    :  AYYUB B

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Yang Menyatakan,

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# ABSTRACT

**AYYUB B, 2021. Promoting the Students Speaking Skill by Implementing Collaborative Learning Method at the Second Semester Students at Muhammadiyah University of Makassar (A *Quasi- Experimental Research*),** under the thesis of English Education, Graduate Program, Makassar Muhammadiyah University, guided by Erwin Akib and Bahrun Amin.

This research was aimed at knowing whether or not the implementation of Collaborative Learning promotes students' speaking accuracy covers grammar and pronunciation, Fluency covers smoothness and hesitation and the student's feedback based on implementation Collaborative Learning in speaking skill. This research applied a quasi-experimental design; the non-equivalent control group design. the sample was taken by using purposive random sampling technique. The total number of samples was 38 students of two classes consisting of class II G was experimental class and II C was the control class.

The statistical result analysis showed that in accuracy sig 2-tailed = 0.000 is less than 0.05 and in fluency sig 2-tailed = 0.000 is less than 0.05. This result rejects the first null hypothesis which states that there is no significant difference between the mean score of pretests and posttest of the students' speaking skills.

This reseach concluded that the use of Collaborative Learning in teaching speaking could promote the students' speaking skills in terms of accuracy and fluency. And the learners positively perceived the implementation of speaking collaborative activities effective in helping them learn English Speaking skills.

*Key words: **Collaborative Learning, speaking, quantitative research.***

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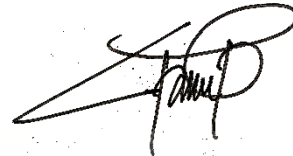
I also express my gratitude to my friends in the Master of English Education Study Program, Muhammadiyah University of Makassar for their support and enthusiasm during my studies at the Muhammadiyah University of Makassar. I will never forget our togetherness and unforgettable experiences.

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Makassar,            2021

Researcher

**Ayyub B**

**TABLE OF CONTENTS**

**Page**

**CHAPTER IV Research Method**

**CHAPTER V Research Method**

Appedixes
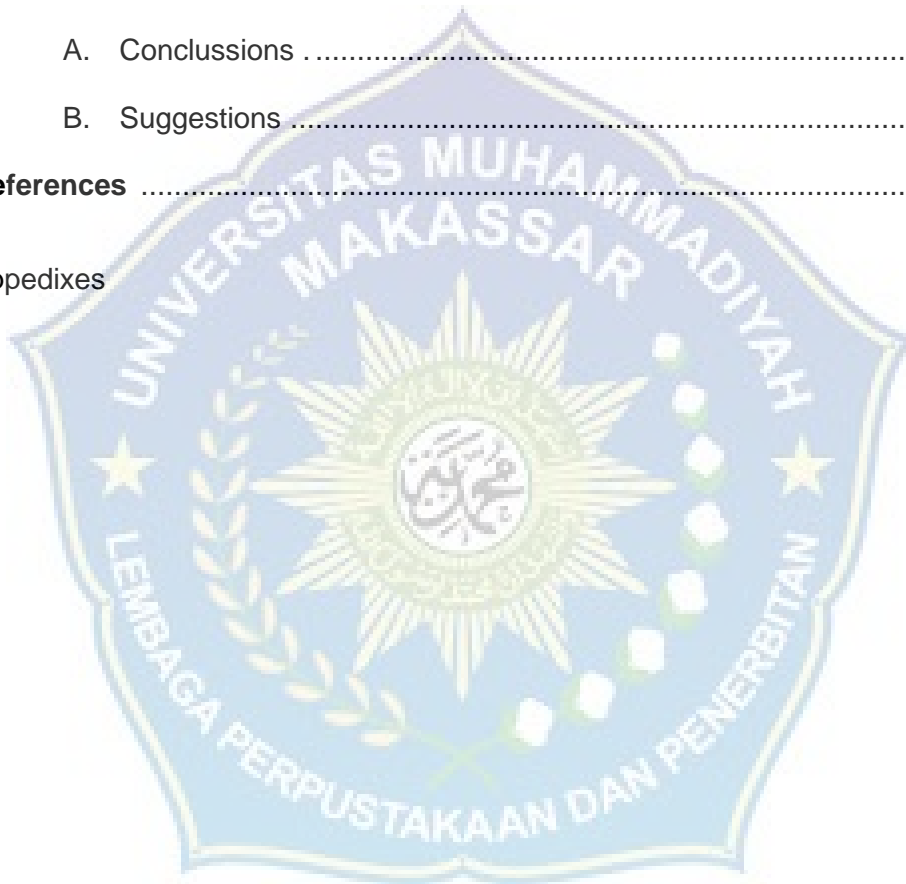
**CHAPTER I**

**INTRODUCTION**

**A. Background**

International language learning, especially English, has become more popular in the 4.0 era due to advancements in science, technology, education, the arts, economics, and industry, among other fields. English, as a global language, plays a critical role in the advancement of science and technology. Numerous countries around the world use English to communicate with people from other countries (Trilling, 2009).

Communication refers to speaking, which is a complex and time-consuming skill towards oral communication. By speaking, people will learn about the various problems that exist in the world. People who can communicate effectively would be more adept at transmitting and receiving information or messages. According to Pollard (2008), one of the most challenging aspects of education for students to master is oral communication. When speaking, everything is involved: concepts, what will be said, language, how to use grammar and vocabulary, and pronunciation, which seems highly harder to comprehend.

Additionally, speaking is a critical component of second language learning and teaching. However, in today's world, the intention of teaching speaking should be to promote students' communication skills so that they can express themselves and learn how to use a language. The other argument from Shabani (2013) argued that speaking a foreign language has always been

regarded as the most challenging skill to acquire in comparison to listening, reading, and writing. This is because it entails more than just studying the language's linguistic components. Language components such as vocabulary and grammatical structures are essential but insufficient. What distinguishes speaking from other skills is that the speaker must have immediate access to all the relevant information in order to generate the appropriate language in a limited period of time, while in other skills the learner has sufficient time to either balance the feedback with established knowledge or create the appropriate language.

According to Nunan (2003), teaching speaking aims to teach English language learners how to produce English speech sounds and patterns, how to use the stress, intonation, and rhythm of the second language in words and sentences, how to choose adequate words or phrases for the appropriate social setting, audience, situation, and subject matter, and how to express their thoughts in a meaningful and logical manner.

The objective of teaching speaking skills is to increase one's communicative performance. Learners should be able to communicate effectively, making the best use of their existing proficiency. They should ensure extra effort to avoid message misunderstanding caused by improper pronunciation, grammar, or vocabulary and conform to the social and cultural principles that regulate each communication situation. Speaking for granted because it is such an integral part of everyday life. The typical individual produces tens of thousands of words per day, although some individuals, such as politicians, may produce even more.

In terms of teaching speaking, English teachers must recognize that speaking a language is challenging for foreign language learners since successful oral communication involves the ability to use the language correctly in social interactions. Not only verbal communication but also nonlinguistic elements of speech such as pitch, stress, and intonation contribute to contact diversity. Additionally, nonlinguistic elements such as gestures and body language, and facial expressions can accompany or convey a message without the use of words (Richard, 2002).

While there are several approaches to teaching speaking, the learning process continues to encounter numerous setbacks. On the other hand, teachers should seek out more innovative and exciting ways to develop in the course of learning to talk in enhancing students' enthusiasm or encouragement to participate in the learning process. Thus, implementing Collaborative Learning in the classroom will provide organized opportunities for individuals assigned unique roles within their communities to work collaboratively to accomplish shared goals. When students study independently, their performances do not always have a positive or negative effect on one another. On the other hand, competitive learning entails placing them in direct competition to affect individual results.

The research would be conducted through Collaborative Learning, which enables teaching students' speaking skills more efficiently than the conventional method. The findings of this analysis will be compared which that significant or insignificant different.

According to Pierre Dillenbourg's 1999 research, collaborative learning occurs when two or more students learn something or attempt something together

in a group setting. It can refer to several individuals or pairs, a group or small group, a population (a few hundred or thousands of people), a society (several thousand or millions of people), or any intermediate stage. The term "learn something" may refer to following a course, studying course material, and engaging in learning activities. It is evident when they collaborate or conduct the conversation as a team. Students should collaborate to solve their problems. When their peers are having trouble with their pronunciation, grammar, vocabulary, or comprehension, the superior students may assist them. The final is collaborative, and it encompasses a variety of modes of interaction: face to face, synchronous or asynchronous, regular or infrequent in time, whether it is a genuinely collaborative endeavor or whether labor is distributed in a structured manner.

According to Lejeune (1999), collaborative learning is a personal concept, not merely a classroom technique. In all cases where people come together in groups, it involves interacting with people in ways that highlight the strengths and achievements of individual group members. Each group action requires the sharing of authority and acceptance of responsibility by all group members. Collaborative learning's fundamental theory is founded on community members cooperating. Reasonable teaching-learning methods must be chosen and implemented to ensure the successful delivery of Education for sustainable growth. Collaborative learning is a teaching and learning method that entails groups of learners cooperating to solve a problem, complete a task, or produce a product. Collaborative learning is described by the following characteristics: a shared mission or activity; small group learning and cooperative behavior; interdependence; and individual responsibility and accountability.

Collazos (2002) notes in another study that collaborative learning is an instrumental process in which students work collaboratively on an assignment. Collaborative learning places the students at the forefront of the investigation, with the instructor serving as a facilitator. Collaborative learning divides students into multiple classes to complete a task assigned by the instructor. It is community learning rather than individual learning. Thus, one student's performance aids the success of other students. Additionally, this type of practice is referred to as cooperative learning, team learning, or community learning.

According to Pattanpichet (2011)additional study, which focuses on the impact of collaborative learning on students' speaking achievement, several exercises can assist students in learning to talk. Collaborative learning is one of them. Collaborative learning is a style of instruction in which students work collaboratively on an assignment. These types of programs are intended to assist students in developing their self-esteem.

According to a previous interview with students in the second semester of the English Education Department Muhammadiyah University of Makassar, several lectures continue to teach speaking in a conventional method and with the same methodology year by year or semester. The lecturer introduces and discusses the subject, followed by an example and exercises. This method is ineffective because students become bored and require a significant amount of time to master English speaking, especially in communication and conversation.

As a result of the above, the researcher will employ collaborative learning to teach speaking to students at FKIP Muhammadiyah University of Makassar's English Education Department. This research is intended to aid students in

enhancing their speaking skills. Additionally, it is expected that this research will facilitate students in developing their self-confidence and engaging them in successful classroom activities. Therefore, the implementation of Collaborative Learning emphasized the integration of the strategy with the students' needs

## B. Research Questions

In order to achieve the purposes mentioned above, this research focuses on the following questions:

1. Does the implementation of Collaborative Learning promote students' speaking accuracy in speaking skills more than the use of conventional method at the second semester students of-Muhammadiyah University of Makassar?

2. Does the implementation of Collaborative Learning promote students' speaking fluency in speaking skills more than the use of conventional method at the second semester students of Muhammadiyah University of Makassar?

3. What is the student's feedback based on the implementation of Collaborative Learning at the second semester students of Muhammadiyah University of Makassar?

## C. The objective of the Research

Based on the research questions above, the objective of the research was formulated as follows:

1. To know whether or not the implementation of Collaborative Learning promotes students' speaking accuracy.

2. To know whether or not the implementation of Collaborative Learning promotes students' speaking Fluency.

3. To know the student's feedback based on implementation Collaborative Learning in speaking skill.

**D. Significance of the Research**

The research was expected to have both academic and practical contributions.

1. To assist teachers, lecturers, and researchers in identifying alternate methods of teaching speaking and producing appropriate and accurate information for their students in order to enhance their instruction.

2. Can be used as an issue to help students develop their speaking skills, and it can direct, assist, and inspire students to think realistically, share their ideas, opinions, and thoughts, and put their ideas, opinions, and thoughts into motion.

3. The research findings would significantly aid research and development activities by serving as a guide and empirical proof..

**E. Scope of the Research**

Since this research concerns the English language, teaching was classified as applied linguistics. It was limited to English teaching to students of Muhammadiyah University of Makassar's English Department during the 2019/2020 academic year. The assessment field includes both the implementation of Collaborative Learning in the classroom and students' speaking skills, which

covers accuracy and fluency. Collaborative Learning exercises contained think pair share, group problem solving, and case study.

# CHAPTER II

# REVIEW OF RELATED LITERATURE

## A. The Verse

Al-Quran and Hadith both emphasize the importance of education. Learning is a requirement for every human being because it enables humans to develop their abilities. By learning, humans can also know things that they didn't know before. Furthermore, Muslims must pay more attention to learning because knowledge claimants' virtues have been explained in Islam.

يَٰٓأَيُّهَا ٱلَّذِينَ ءَامَنُوٓاْ إِذَا قِيلَ لَكُمْ تَفَسَّحُواْ فِى ٱلْمَجَٰلِسِ فَٱفْسَحُواْ يَفْسَحِ ٱللَّهُ لَكُمْ وَإِذَا قِيلَ ٱنشُزُواْ فَٱنشُزُواْ يَرْفَعِ ٱللَّهُ ٱلَّذِينَ ءَامَنُواْ مِنكُمْ وَٱلَّذِينَ أُوتُواْ ٱلْعِلْمَ دَرَجَٰتٍ وَٱللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

*"O you who believe! When you are told to make room in the assemblies, (spread out and) make room. Allah will give you (ample) room (from His Mercy). And when you are told to rise up [for prayers, Jihad (holy fighting in Allah's Cause), or for any other good deed], rise up. Allah will exalt in degree those of you who believe and those who have been granted knowledge. And Allah is Well-Acquainted with what you do". (Qs Al Mujadalah ayat 11)*

The verse quotation explains how Allah will raise the degree of those who study several times higher than those who do not study. This gesture indicates that it is with the knowledge that humans can become nobler, not with their wealth, let alone their scripture. In a Hadith, it is also mentioned about the virtue of studying science in Islam, the Prophet Muhammad SAW said:

...مَنْ سَلَكَ طَرِيقًا يَبْتَغِي فِيهِ عِلْمًا سَلَكَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ وَإِنَّ الْمَلَائِكَةَ لَتَضَعُ أَجْنِحَتَهَا رِضَاءً لِطَالِبِ الْعِلْمِ وَإِنَّ الْعَالِمَ لَيَسْتَغْفِرُ لَهُ مَنْ فِي السَّمَوَاتِ وَمَنْ فِي الْأَرْضِ حَتَّى الْحِيتَانُ فِي الْمَاءِ وَفَضْلُ الْعَالِمِ عَلَى الْعَابِدِ كَفَضْلِ الْقَمَرِ عَلَى سَائِرِ الْكَوَاكِبِ إِنَّ الْعُلَمَاءَ وَرَثَةُ الْأَنْبِيَاءِ إِنَّ الْأَنْبِيَاءَ لَمْ يُوَرِّثُوا دِينَارًا وَلَا دِرْهَمًا إِنَّمَا وَرَّثُوا الْعِلْمَ فَمَنْ أَخَذَ بِهِ أَخَذَ بِحَظٍّ وَافِرٍ

*"And whoever travels seeking knowledge, Allah will make for him a way to Paradise. Surely the angels will spread their wings because of their good pleasure towards the one who studies. A pious person will be asked forgiveness for him by those who are in the heavens and the earth, to the whales that are in the sea. The specialty of the one who is knowledgeable over the person who is a worshiper is like the privilege of the moon over all the stars. Surely the scholars are the heirs of the prophets. The prophets never bequeathed dinars or dirhams, but they only bequeathed knowledge. Whoever takes the knowledge has taken a great share. (H.R. tirmizy No. 2682).*

From the Surah and Hadith above, it is explained that Muslims are obliged to study, because in the Qur'an that whoever goes to study, Allah will raise his degree, and Rasulullah also explained that by studying or walking to seek knowledge then Allah will facilitate the way to paradise.

عَنْ اِبْنِ عَبَّاسٍ رَضِيَ اللهُ عَنْهُ قَالَ : قَالَ رَسُوْلُ اللهِ صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ : أُطْلُبُ الْعِلْمَ وَلَوْ بِالصِّيْنِ فَاِنَّ طَلَبَ الْعِلْمَ فَرِيْضَةٌ عَلَى كُلِّ مُسْلِمٍ اِنَّ الْمَلَائِكَةَ تَضَعُ اَجْنِحَتِهَا لِطَالِبٍ رِضَاعًا بِمَا يَطْلُبُ

From Ibn Abbas R. A. He said: Rasulullah SAW said: *"Seek knowledge even in China, because actually seeking knowledge is obligatory for every Muslim. And actually, the angels raise their wings to those who seek knowledge because they are pleased with their deeds"*. (H.R Ibnu Abdul Barr).

## A. Concept of Collaborative Learning

Collaborative learning has evolved into not only a critical concept in education but also a well-known and widespread activity in the majority of English as a Foreign Language (EFL) and English as a Second Language (ESL). Collaborative learning, according to Dillenbourg (1999), occurs when two or more people learn or attempt to learn something together. Collaborative learning concentrates on assisting young learners in developing the necessary skills for collaborative learning success (Schmuck, 1985). The widespread use of group and pair work in education is theoretically and pedagogically justified.

According to Vygotsky (1978), human beings develop in social situations. From a theoretical standpoint, collaborative learning has become a subject of study in education and social psychology. From a pedagogical standpoint, small groups are based on the communicative approach to L2 instruction, which focuses on assisting learners in using L2 (Storch, 2005).

Collaborative learning is a term that refers to a small group of learners working collaboratively to solve problems, complete tasks, or achieve a common goal (Graham, 2005:11). Collaborative learning is distinct from traditional education in that it creates structural opportunities for individuals assigned specific roles within their groups to work cooperatively to accomplish common goals. It is frequently contrasted with more conventional or competitive classroom settings (Kessler, 2003). When students are taught independently, their individual performances do not always have a positive or negative effect on one another. On the other hand, competitive learning entails placing them in direct competition with one another, hoping that this will improve their individual performances.

Collaborative learning has been attributed numerous benefits. For instance, working with solid partners may assist weak students in learning more effectively (Gabriele, 2007; Winskel, 2008). It enables students to acquire and develop various skills, including leadership, critical thinking, and self-esteem building while motivating and encouraging under-motivated students (D. Johnson & Ahlgren, 1976; Garibaldi, 1979; Gunderson & D. Johnson, 1980; Hill & Hill, 1990).

## 1. Elements of Collaborative Learning

Collaboration among students in small groups does not mean that students sit next to one another to communicate and discuss. Nor does it imply that only one member of a group should complete all of the work independently, with the others simply signing off on the final product. According to Graham's (2005) development study, collaboration entails discussing and/or sharing materials with other members of the group, as well as successfully utilizing the aspects and elements of Collaborative Learning. This section discusses some of the distinguishing characteristics of Collaborative Learning that were utilized in this study.

To establish a formal collaborative learning method, teachers must consider five fundamental components: students' ability to work collaboratively on tasks and their willingness to share their work with others; individual and group responsibility; face-to-face interaction; teamwork skills; and group processing (Smith, 1998). According to Johnson and Johnson (1999), collaborative learning consists of the following elements that assist students in raising their achievement and improving, as follows:

a. **Positive interdependence**

The first element that contributes to successful Collaborative Learning is the belief that failing at least one student in the group equates to failing all, which means that no member can succeed unless all members succeed and vice versa (Johnson & Johnson, 1987, 1989). Thus, each member of the collaborative group's success is fundamentally dependent on the success of the others. Positive interdependence is a term that refers to the entire group collaborating effectively and successfully (Kagan, 1994). It is established when all team members become encouraged and motivated to do their best. However, weak positive interdependence occurs when the collaborative group's success is viewed as contingent on the success of at least one member (Kagan, 1994). Positive interdependence enables students to develop their originality and social personality (Johnson & Johnson, 1987). Additionally, positive interdependence is regarded as the foundation and heart of collaborative learning (Graham, 2005; Kagan, 1994). Thus, positive interdependence fosters mutual benefits for learners, instills a sense of shared responsibility in them, indicating that they care about the success of not only themselves but also of other group members; it strengthens their social environment, enabling them to be more motivated, confident, and succeed academically (Nunan, 1992; Kohonen, 1992). The first element that contributes to successful Collaborative Learning is the belief that failing at least one student in the group equates to failing all, which means that no member can succeed unless all members succeed and vice versa (Johnson & Johnson, 1987, 1989). Thus, each member of the collaborative group's success is fundamentally dependent on the success of the others. Positive interdependence is a term that refers to the entire group collaborating effectively and successfully (Kagan, 1994).

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**b. Individual Accountability**

This element is based on Vygotsky's (1978) belief that whatever a child is capable of doing with assistance today; she will be capable of doing independently tomorrow. Individual accountability is critical and beneficial because it enables the group to identify which students require additional support, encouragement, and assistance. One of the primary goals of students collaborating is to strengthen each member of the group (Graham,2005).

Additionally, it reinforces the concept that students cannot 'hitch a ride' on group members' work. Therefore, teachers must ensure that all members of the group collaborate but that each member takes individual responsibility for making a concerted effort to contribute effectively to the group's work. According to Johnson (1991), there are several effective ways to structure individual accountability, including giving each member of the group a test to complete

individually, selecting one member to represent the group as a whole, and requiring some members to teach others what they have learned.

### c. Face-to-face Interaction

Positive interdependence promotes face-to-face interaction. It can be defined as enabling, assisting, and encouraging individuals to assist one another in their endeavors (Johnson & Johnson, 1987). Face-to-face interaction has several effects on the learning group's members (Johnson & Johnson, 1987):

1.  It enables them to share information and materials with others; and
2.  It provides feedback that enables them to improve their performance effectively.
3.  It challenges each member's conclusions, which helps to improve the quality of decision-making.
4.  It increases students' motivation;
5.  It decreases students' anxiety and stress levels.

### d. Social skills

The fourth critical element of successful collaborative learning is the development of appropriate social skills. Students can successfully collaborate when they know and trust one another, communicate clearly, support and assist one another, resolve conflicts, and successfully resolve problems (Johnson & Johnson, 1991). However, if students do not develop the necessary interpersonal skills, the collaborative learning method will be ineffective. Thus, teachers' role is to help students understand the social skills necessary for collaborative learning groups, such as leadership, conflict management, trust-building, and decision-making (Johnson & Johnson, 1989, 1999, 2003). The more socially skilled

collaborators are, and the more feedback they receive or provide on this skill, the higher the CL group's achievement (Graham, 2005).

### e. Group Processing

This element reflects collaborative learning sessions to determine whether the group's members' actions are beneficial or if some changes should be made. Group processing is critical because it enables students to assess and maintain their social skills while also receiving feedback on their practice. Additionally, teachers play a critical role during this stage in assisting students in informing successful collaborative groups. For instance, observations of students can help determine whether they comprehend all of the structures, information, strategies, and fundamental elements of collaborative learning (Graham, 2005).

### 2. Characteristics of a Collaborative Learning in Classroom

According to Tinzmann, B.F. Jones, T.F. Fennimore, J. Bakker, C. Fine, and J. Pierce of the NCREL, Oak Brook (1990), collaborative classrooms appear to share four common characteristics. The first two illustrate how relationships between teachers and students change over time. The third identifies teachers' innovative instructional strategies. The fourth section discusses the makeup of a collaborative classroom.

### a. Shared knowledge among teachers and students

In traditional classrooms, the teacher as an information provider is the dominant metaphor for teaching; knowledge flows only one way from teacher to student. By contrast, collaborative classrooms use the metaphor of shared knowledge. The teacher possesses critical knowledge regarding content, skills,

and instruction and continues to impart it to students. However, collaborative teachers value and build on students' knowledge, personal experiences, language, strategies, and culture.

Additionally, when students recognize the value of their experiences and knowledge, they are motivated to listen and learn in novel ways, and they are more likely to make critical connections between their own and "school" learning. They become empowered. This is the same phenomenon that occurs when the school values and utilizes parents and other community members' knowledge.

**b.   Shared authority among teachers and students**

Teachers and students collaborate in very specific ways in collaborative classrooms. In the majority of traditional classrooms, the teacher is responsible for setting goals, designing learning tasks, and assessing students' progress. Collaborative teachers set themselves apart by inviting students to set specific goals within the context of the material being taught, by providing activities and assignments that cater to a variety of student interests and goals, and by encouraging students to self-evaluate their learning. Collaborative teachers should be able motivated the students to provide their own insight, to share their knowledge and strategies for learning, to treat one another with respect, and to strive for high levels of understanding. They assist students in hearing diverse perspectives, substantiating knowledge claims, engaging in critical and creative thinking, and engaging in open and thoughtful discussion.

**c.   Teachers as mediators**

The teacher's role increasingly emphasizes mediated learning. Successful mediation enables students to make connections between new information and their prior experiences and learning in other areas, determine what to do when they are stumped, and learn how to learn. Above all, the teacher acts as a mediator, adjusting the level of information and support to maximize the student's self-directed learning capacity.

**d.   Heterogeneous groupings of students**

All students' perspectives, experiences, and backgrounds are critical for enriching classroom learning. Given that learning beyond the classroom increasingly requires an understanding of diverse perspectives, it is critical for schools to provide students with opportunities to do so in a variety of contexts. Everyone learns from everyone else in collaborative classrooms where students are engaged in a thinking curriculum, and no student is denied this opportunity to contribute and appreciate the contributions of others.

Thus, a critical feature of collaborative classrooms is that students are not separated based on perceived ability, achievement, interests, or any other characteristic. Segregation significantly impairs collaboration and deprives the classroom of opportunities for all students to learn from and with one another. Students who are labeled as unsuccessful in a traditional classroom benefit from the "brighter" students, but more importantly, the "brighter" students have just as much to learn from their more average peers. When teachers begin teaching collaboratively, they frequently express delight at the insights revealed by their ostensibly weaker students.

Thus, collaborative classrooms require shared knowledge and authority, mediated learning, and heterogeneous student groups. These characteristics, which are discussed in greater detail below, necessitate the development of new roles for teachers and students, resulting in interactions that differ from those found in more traditional classrooms.

3.  **Teacher Roles in a Collaborative Learning in Classroom**

Teachers across the country are redefining their roles as mediators of learning through dialogue and collaboration. While Reuven Feuerstein and Lev Vygotsky defined mediation differently, Tinzmann, B.F. Jones, T.F. Fennimore, J. Bakker, C. Fine, and J. Pierce NCREL, Oak Brook (1990) define mediation in this context as facilitating, modeling, and coaching. The majority of teachers engage in these practices on occasion. What is critical here is that these behaviors (1) guide instruction in collaborative classrooms and (2) serve a purpose in collaborative settings.

**Facilitator Facilitation** entails creating rich environments and activities that enable students to connect new information to prior knowledge, engage in collaborative work and problem solving, and engage in various authentic learning tasks. This may begin with an examination of the physical environment. For instance, teachers may rearrange desks so that all students can see one another, thereby creating an environment conducive to genuine discussion. Additionally, teachers may wish to relocate their desks from the front of the room to a less visible location.

**Modeling** has been stressed by a great deal of local and state regulation illustrating and explaining concepts has been emphasized greatly. However, in

collaborative classrooms, modeling serves to share one's thoughts on the content to be learned and the process of communication and collaborative learning with students. Modeling can take the form of speaking aloud (explaining one's thoughts about something) or demonstrating (showing students how to do something in a step-by-step fashion).

**4. Student Roles in Collaborative Classroom Learning**

Students take on new roles in the collaborative classroom. Their primary responsibilities are as collaborators and active participants. It is worthwhile to consider how these new roles affect the processes and activities that students engage in prior to, during, and after learning. For instance, students establish goals and plan to learn tasks prior to learning; they collaborate to complete tasks and monitor their progress during learning, and they assess their performance and plan for future learning after learning. The teacher acts as a mediator, assisting students in assuming their new roles.

Establishing objectives Students prepare themselves for learning in a variety of ways. Particularly critical is goal setting, a critical process that guides a variety of other pre-, during, and post-learning activities. While teachers continue to assign students goals, they frequently provide students with options. When students work together, they should discuss their objectives. For instance, one teacher asked students to create goals for a garbage unit. A student in one group wanted to know if garbage was a problem, another wanted to know what happened to garbage, and a third wanted to know what was being done to solve the garbage problem. The fourth member was stumped for a goal but agreed on the importance of the first three and adopted them. Following their discussion of goals, these

students became more engaged in the unit and, at the unit's conclusion, were able to assess whether they had accomplished them more accurately.

**Creating and Monitoring Educational Tasks** While teachers plan general learning tasks, such as creating a product to illustrate a concept, historical sequence, or personal experience, students take on much more responsibility for planning their own learning activities in a collaborative classroom. Ideally, these plans will be informed in part by the objectives students set for themselves. The teacher's thoughtful planning ensures that students can collaborate to accomplish their own goals and capitalize on their own abilities, knowledge, and strategies within the teacher-defined parameters. Students are more likely than in traditional classrooms to engage in these tasks with greater purpose and interest.

**Evaluation** While teachers have traditionally been the primary assessors of students' performance and collaborative classrooms view assessment much more broadly. That is, a significant objective is to guide students from their earliest school years toward self-evaluation. Thus, a new responsibility is self-assessment, a skill that students develop as they evaluate group work.

5. **Challenges and Conflicts**

When educators and schools transition from traditional to collaborative instruction, a number of critical issues are likely to arise. Teachers, administrators, and parents all have legitimate concerns about these issues.

**Classroom Management** are typically noisier than traditional classrooms. For a number of people, this is a legitimate concern. According to some educators, noisy classrooms indicate a lack of discipline or teacher control. Students, they argue, are unable to learn in such circumstances.

Earlier in this essay, we stressed the importance of structure in collaborative classrooms. Structure, indeed, becomes critical. Students require opportunities to move around, converse and ask questions. Thus, we argue that noise in a well-functioning collaborative classroom indicates the presence of active learning. Students, on the other hand, must be taught the parameters within which they make their selections. Rules and standards must be emphasized from the start, most likely prior to initiating any collaboration, and reviewed throughout the school year.

**Period for Collaborative Learning Preparation**, teachers and administrators may believe that these classrooms' new lesson plans must be developed. They are, to a certain extent, correct. However, many teachers have already developed engaging units and activities that can be implemented easily in a collaborative classroom. Additionally, teachers can begin gradually by changing one subject area or unit within a subject area, most likely one in which they are already very comfortable teaching, and then gradually adding additional subjects and units. Additionally, teachers can share their plans with one another. Indeed, if we want students to collaborate, we should incentivize teachers to do so as well! Additionally, principals and curriculum specialists can collaborate with teachers to plan influential instructional segments. Additionally, there is a trade-off between the additional planning time required and the benefits of reduced lesson correction time, increased student motivation, and fewer attendance and discipline issues.

**Disparities in Individuality Among Students**, this issue briefly in the section on heterogeneous grouping. Nonetheless, many people will continue to doubt that collaborative classrooms are more effective at addressing individual differences than traditional classrooms with homogeneous grouping.

A common concern is an advantage that collaboration provides for gifted or high-achieving students. There are two challenging issues at stake here. To begin, many teachers believe that low-achieving students have little to contribute to the learning environment; in other words, they lack valuable prior experiences or knowledge. Second, teachers are concerned that high-achieving students will be relegated to the sidelines.

**Individual Taking responsibility for education**, this issue will be difficult to address unless significant changes are made to other aspects of education as well. Students are accustomed to receiving grades on individual assignments, and parents expect to learn about their children's academic performance. Traditional assessments are used by school personnel and state agencies. Individual grades are frequently challenging to assign in collaborative classrooms. While some teachers assign group grades, many students and parents object to them.

**The contradiction of Values,** according to Susan Florio-Ruane, many teachers are uncomfortable allowing students to initiate dialogue, choose topics, or explore perspectives other than the teachers. This reluctance runs counter to how effective caregivers educate their children at home. Florio-Ruane and others, such as Annemarie Palincsar, have discovered that teachers frequently struggle to assist students in constructing meaning, particularly when it comes to connecting new information to prior knowledge and culture. This is partly because many

teachers believe their role is to transmit knowledge and in part because they are held accountable for discrete skill instruction. In one moving example, a student teacher's concern for grammar and punctuation blinded her to the sophistication and meaning conveyed by the child's book report.

People's reluctance to make significant changes in how they do things is the most severe issue discussed here. Few people willingly give up familiar ways of behaving to attempt something unknown and likely to face numerous implementation difficulties.

6. **The implementing Collaborative Learning in the Classroom**

Collaborative learning is an instructional method in which students work collaboratively on a speaking skill assignment. Collaborative learning is closely related to Vygotsky's concept of the zone of proximal development. It considers what a student can accomplish with the assistance of peers and adults. By considering this model of learning to the other educators to raise students' awareness of additional concepts. According to Teach Thought Staff (2018), there are several ways to incorporate collaborative learning into the classroom:

a. **Identify the group's objectives.**

Effective collaborative learning requires both group goals and individual accountability. This keeps the group focused and establishes a clear objective. To save time, it is prudent to define goals and objectives before beginning an assignment.

b. **Maintain moderate-sized groups**

Small groups of three or fewer people lack sufficient diversity and may prevent divergent thinking from occurring. Oversized groups foster 'freeloading,' in which not all members participate. A group of 4-5 people of moderate size is ideal.

**c. Create adaptable group norms**

The quality of interactions affects collaborative learning. In group learning, interaction and negotiation are critical. In the 1960s, Jacobs and Campbell demonstrated that norms are pervasive, even when they are deviant.

**d. Construct trust and encourage open communication**

Successful interpersonal communication requires collaboration. Establishing trust is critical. Before moving on, address any immediate emotional issues that arise and any interpersonal conflicts. Assignments should compel team members to explain concepts to one another thoroughly. According to research, students who provide and receive complex explanations benefit the most from collaborative learning. Communication is critical.

**e. Permit groups to alleviate anxiety**

When confronted with complex concepts, group learning may prove beneficial. Groups frequently employ humor and foster a more relaxed learning environment conducive to positive learning experiences. Permit groups to use some stress-relieving strategies as long as they remain focused on the task at hand.

**f. Construct group interactions**

The quality of group discussions is a predictor of the group's success. Instructors should serve as role models for how a productive group operates. It is preferable to have shared leadership. Students should collaborate on group tasks and maintenance. Roles play a critical role in group development. Among the task functions are the following:

1. Initiating Conversations
2. Points to clarify
3. Concluding
4. Confronting presumptions/playing devil's advocate
5. Providing or conducting research
6. Consensus building

The term "maintenance" refers to the group's harmony and emotional well-being. Maintenance entails various roles, including sensing group sentiments, balancing, compromising, and encouraging, maintaining order, relieving tension, and bringing people into the discussion.

**g.   Utilize real-world issues**

According to experts, project-based learning with open-ended questions can be highly engaging. Rather than spending considerable time creating an artificial scenario, draw inspiration from real-world issues. Real-world problems can be used to facilitate project-based learning because they frequently provide an appropriate context for collaborative learning.

**h.   Concentrate on improving problem-solving and critical thinking abilities.**

Create assignments that are open to interpretation. Different types of problems may require categorization, planning, considering multiple perspectives, or developing solutions. Attempt to follow a step-by-step procedure when solving problems. Mark Alexander explains a commonly used problem-solving technique:

1. Determine the objective

2. Establish criteria or objectives

3. Collect data and develop options or courses of action

4. Evaluate the alternatives in light of the data and the objectives

5. Make a choice

6. Execute the decision

**i. Recognize the group's diversity.**

Mixed groups with diverse abilities, backgrounds, learning styles, ideas, and experiences are the most effective. Mixed aptitude groups have been shown to benefit from one another and boost low performers' achievement. Rotate groups to allow students to learn from one another.

**j. Technology facilitates collaborative learning.**

Collaboration through the technology had the same effect as collaboration in person: it increased learning opportunities. Consider incorporating free savvy online collaboration tools such as Stixy, an online collaborative whiteboard, Google groups, or Mikogo for online meetings. Bear in mind that some research indicates that online interactions resulted in more exchanges about planning than about opposing viewpoints.

This could be because the study enrolled students who were strangers to one another. If this is the case, teachers may want to begin by having students learn about one another's backgrounds and perspectives on a blog or discussion board beforehand.

**k.   Avoid substandard group work.**

As with any learning strategy, a balanced approach is critical. According to a recent New York Times article, collaboration has come under fire for not allowing enough time for an individual, creative thought. Allow some time for individual note-taking before the groups begin. This may be an excellent method for determining an individual's grade.

**l.   Be suspicious of groupthink.**

While collaborative learning is an excellent tool, a balanced approach should always be considered. Occasionally, group harmony can trump the imperative for more critical perspectives. According to some new research, groups favored the more confident members. Changing groups can help mitigate this issue.

**m.  Diverse values**

Collaborative learning requires some level of commitment. For this to work, students must respect and appreciate one another's perspectives. For example, class discussions can emphasize the importance of a variety of perspectives. Create an environment in the classroom that promotes independent thinking. Teach students the value of thought multiplicity. Give historical or social examples of when people collaborated to solve complex problems.

By definition, education is a social process. We study and develop new ideas through a variety of mediums, including books, discussions, technology, and projects. We impart knowledge and point of view to others. Collaboration is a process that must be learned. It can be a highly effective tool for educators to access new ideas and information when used correctly.

**7. Implementation Strategies for Collaborative Learning**

Collaborative Learning has several activities for teaching speaking. These activities include the following:

**a. Think Pair Share**

Think-Pair-Share is one of the Collaborative Learning techniques. It utilizes the collaborative principle to integrate wait time, verbal rehearsal, discussion, and learning. Frank Lyman invented Think-Pair-Share in 1981. This straightforward technique is named after the three stages of students' action, emphasizing what they do at each stage. The following are the stages:

- The initial step is to think.

    The students take a few moments to consider the teacher's question and write their responses based on the question's complexity.

- The second step is Pairing

    Students are paired up to discuss the answer they each came up with. They compare their responses and choose the ones they believe are the best, most persuasive, or most unique.

- The third step is to share.

The pair communicates their ideas to another pair or the entire class. Students must be able to communicate their ideas in their own words. Thus, the teacher will be able to distinguish between students who comprehend and those who do not.

## b. Problem Solving

Problem Solving is one of the techniques that Collaborative Learning has developed. Tuckman invented Problem Solving in 1965. The following are the stages:

- **Stage 1: Forming**

Personal relationships are characterized by dependence during the *Forming* stage. Group members rely on predictable, safe behavior and look to the group leader for direction and guidance. Members of a group desire to be accepted by the group and a need to feel safe within the group. They began by eliciting impressions and data regarding their similarities and differences and developing preferences for future subgrouping.

The purpose of rules of behavior appears to be to keep things simple and to avoid contention. Serious subjects and emotions are omitted. Orientation is also one of the primary task functions. Members attempt to orient themselves to the tasks at hand as well as to one another. The discussion focuses on defining the task's scope, determining how to approach it, and other related issues. To progress from this stage to the next, each member must give up the security of non-threatening subjects and risk conflict.

- **Stage 2: Storming**

The subsequent stage, which Tuckman refers to as *Storming*, is characterized by competition and conflict in personal relations and organization dimension in task functions. As group members attempt to organize for the task, conflict in their relationships is unavoidable. Individuals' emotions, ideas, attitudes, and beliefs must be shaped and mounded to fit the group organization. There will be an increased desire for structural clarification and commitment as a result of "fear of exposure" or "fear of failure." While conflicts do not always manifest as group issues, they do exist. Questions will arise regarding who will be accountable for what, what the rules will be, what the reward system will be, and what the evaluation criteria will be. These are manifestations of conflicts over leadership, structure, authority, and power. Members' behavior may undergo dramatic shifts in response to emerging competition and hostilities. Due to the discomfort caused by this stage, some members may remain completely silent, while others attempt to dominate.

To advance to the next stage, group members must transition from a "testing and proving" mentality to one of problem-solving. The ability to listen appears to be the most critical characteristic for assisting groups in progressing to the next stage.

- **Stage 3: Norming**

Cohesion is a characteristic of interpersonal relations during Tuckman's *Norming* stage. Members of the group are actively involved in recognizing and appreciating each other's contributions, community building and maintenance, and resolving group issues. Members are willing to alter their

preconceived notions or opinions in light of other members' facts, and they actively engage in cross-examination. Cliques dissolve as leadership is shared. When members develop a sense of self-awareness and identification with one another, the level of trust in their relationships contributes to group cohesion. This stage of development (assuming the group survives) is when individuals develop a sense of group belonging and a sense of relief resulting from resolving interpersonal conflicts.

Stage three's primary task function is the data flow between group members: they share feelings and ideas, solicit and provide feedback to one another, and investigate task-related actions. The level of creativity is relatively high. If the group members achieve this stage of data flow and cohesion, their interactions will be characterized by openness and sharing of information on both a personal and task level. They take pride in being a part of a cohesive group. The norming stage's major disadvantage is that members may develop a fear of the group's inevitable future disintegration; they may become resistant to any change.

- **Stage 4: Performing**

Not all groups advance to the *Performing* stage. If group members can progress to stage four, their capacity, range, and depth of personal relationships increase to the point of true interdependence. At this stage, individuals can work independently, in subgroups, or as a cohesive unit. Their roles and authorities adapt dynamically to the group's and individuals' changing needs. Interdependence in interpersonal relationships and problem-solving in the realm of task functions characterize stage four. By this point, the group

should be highly productive. Individual members have developed a sense of self-assurance, and the requirement for group approval has passed. Members are both tasks- and people-oriented. There is cohesion: the group's identity is complete, its morale is high, and its loyalty is strong. The task function is transformed into genuine problem solving, resulting in optimal solutions and group development. There is encouragement for experimentation in problem-solving and a strong emphasis on achievement. Overall, the objective is to increase productivity through problem-solving and work.

- **Stage 5: Adjourning**

     The final stage of Tuckman's model, *Adjourning*, entails the cessation of task behaviors and withdrawal from relationships. A planned conclusion typically includes recognition of participants' contributions and accomplishments, as well as an opportunity for members to say their goodbyes. Concluding a group can generate some anxiety – a minor crisis in effect. The termination of the group is a regressive step from relinquishing control to relinquishing membership in the group. In this stage, the most effective interventions are those that facilitate task termination and disengagement.

c. **Case Study**

     Choi, Lee, and Kang (2009) define a case study as a method of instruction that requires learners to actively participate in resolving real or hypothetical problems, simulating the types of experiences that occur naturally in the discipline under study. This is an example of how a case study can improve a student's leaner speaking ability. This method is well-suited for teaching the critical thinking and

problem-solving skills necessary for analysis, decision-making, critical thinking, and problem-solving. Six steps comprise the fundamental framework for a case study discussion:

- Allow ample time for students to read and reflect on the case. If the case is lengthy, assign it as homework along with a list of considerations for students.

- Briefly describe the case and provide some guidelines for approaching it. Make it clear how students approach the case. Divide the steps students take in analyzing the case into manageable chunks. If students ignore or concentrate on specific information, specify that as well.

- Form groups and monitor them to ensure that everyone participates. Without structure, small groups can become disorganized. Alternatively, members of the group could be assigned broad perspectives to represent or asked to speak on behalf of the case study's various stakeholders.

- Allow groups to present their solutions/arguments.

- Inquire for clarification and to elevate the discussion.

- Synthesize the points raised

## B. Concept of Speaking

Speaking abilities are a significant component of the language teaching curriculum, and as such, they are a significant assessment object. On the other hand, assessing speaking ability is difficult because there are so many variables that affect our perception of someone's ability to communicate in a language.

1. **Notion of Speaking**

In the language classroom, speaking abilities should be taught and practiced. Because the language course teaches students how to communicate effectively in English, speaking ability requires special attention. In reality, most of us speak more than we write in our daily lives; yet many English teachers continue to devote most of the class time to reading and writing practice, almost completely neglecting speaking and listening skills. According to the preceding statement, classroom practice should strike a healthy balance.

According to Hornby (1995:826), speaking uses words in a natural voice, offering words, knowing and using a language, expressing oneself in words, and making a speech. As a result, the writer deduces that speaking employs the word and generates sound in order to express our ideas, feelings, thoughts, and needs orally and in a familiar voice. Additionally, communication success is frequently contingent upon both the speaker and the listener.

According to Walter (1973:11), speaking is a method of self-discovery. In other words, someone must confront issues that have a history and are contextualized in relation to other people, groups, and the predictions we have made about coexistence. In comparison, Tarigan (1990:3) asserts that children acquire speaking skills before acquiring listening abilities. Students are able to master speaking skills once they have received language input. Thus, speaking is how to communicate our thoughts and emotions to one another.

Without speaking practice, studying English is futile. Stevick in Fauziati (2002: 126) defines speaking as a component of communication that is more concerned with representing the speaker's intended message. One's mind, ideas, and thoughts can be expressed freely and spontaneously through speaking. To

the majority of people, mastering the art of speaking is the most critical aspect of learning a second or foreign language, and success is defined by the ability to hold a conversation in the language.

Speaking is using words in a natural tone of voice, uttering them, knowing and being able to use language, expressing oneself in words, and making a speech. In contrast, the ability is defined as the capacity to perform an action competently. Thus, the writer can deduce that speaking is the capacity to express oneself in a familiar voice through words or a language. In a nutshell, speaking ability refers to the capacity to apply linguistic knowledge in authentic communication. The capacity to communicate our ideas, emotions, thoughts, and needs verbally (Hornby. 1995: 826).

Additionally, speaking is one of the most frequently used language arts by people worldwide. Speaking is a highly sophisticated art. It necessitates the concurrent application of a variety of abilities that frequently develop at varying rates. In general, speaking skill consists of at least four components: accuracy (vocabulary, pronunciation, and grammar); fluency; and comprehensibility.

2. **The nature of speaking skills**

Speaking is a productive skill. As such, it is developed in parallel with the receptive skills of listening and reading comprehension. Thus, speaking and writing always lag behind sensory abilities. However, in terms of medium, speaking and listening refer to language expressed through the aural medium and reading and writing to language expressed through the visual medium (Muhayyang, 2003: 13). The following table summarises the description:

**Table 2.1: Description of language skills**

| Skills | Productive | Receptive |
|---|---|---|
| • Aural Medium<br>• Visual Medium | • Speaking<br>• Writing | • Listening<br>• Reading |

According to Jabu (1995), aural/visual and productive/receptive refer to the manner in which language is manifested rather than the manner in which it is realized in communication. While representing language skills in this manner may be convenient, it is not particularly helpful and may even be positively misleading when considering usage.

Additionally, he emphasized the connection between usage and use and Chomsky's distinction between competence and performance. Competence is a concept that refers to a language user's knowledge of abstract linguistics rules.

### 3. The Elements of Speaking

Harmer (2003:269) stated that the ability to speak English presupposes the elements necessary for spoken production as follows:

1) Language features

There are some elements necessary for spoken production, are as the following:

a. Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should

involve students in activities designed specifically to improve their connected speech

b. Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face t- to – face interaction). The use of these devices contributes to the ability to convey meanings.

c. Lexis and grammar: teachers should therefore supply a variety of phrases for different functions such as agreeing or disagreeing, expressing surprise, shock, or approval.

d. Negotiation language: effective speaking benefits from the negotiatory language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students.

2) Mental / social processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates:

a. Language processing: Language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

b. Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

c. On the spot) information processing: quite apart from our response toot hears feelings, we also need to be able to process the information they tell us the moment we get it.

## 4. Teaching Speaking

Teaching speaking is occasionally viewed as a straightforward process by commercial language schools worldwide, which hire individuals with no training to teach conversation. While speaking is entirely natural, communicating in a language other than our native tongue is far from simple (Nunan, 2003:48).

According to the statement above, teaching students to converse in a foreign language is straightforward. Because spoken language instruction frequently disregards grammar rules, students must develop positive habits in English speaking practice. Additionally, the author will define teaching in accordance with the Oxford Advanced Learner's Dictionary, which defines teaching as "the act of imparting knowledge to another person" ( knowledge, skill, etc.)

While according Haskew and Lendon in Sutopo, (2000:9) states as follows:

1) Teaching is action to increase the odds that potential learners will learn.

2) Teaching is action to point learning toward desired to accomplishment by learners.

3) Teaching is action to make knowledge create sense.

4) Teaching is to present learners a live opportunity to learn.

5) Teaching is action to enhance the persons who are learning.

Additionally, teaching speaking skills places emphasis on activities that encourage students to be active and creative. According to West (1968) in Fauziati

(2002:145), in order to improve students' speaking mastery, the teacher must focus on student-to-student interaction. Students spend the majority of their time during the process of learning to speak. Following that, the instructor takes control. This maximizes the students' ability to communicate effectively. The students practice what they will say in front of the class and work on their oral creativity. Thus, the writer attempts to define teaching speaking as the teacher's/instruction tutor's to students to encourage them to use the language orally to express their ideas, feelings, and opinions to others and encourage the learners' natural ability to develop their speaking skill.

There are some principles of teaching speaking are as follows (Harmer, 2001: 102):

1) Help students overcome their initial reluctance to speak. Be encouraging; provide opportunity; start from something simple;

2) Ask students to talk about what they want to talk about.

3) Ask students to talk about what they are able to talk about.

4) Provide appropriate feedback.

5) Combine speaking with listening and reading.

6) Incorporate the teaching of speech acts in teaching speaking

According to Hornby (1995: 37), teaching entails creativity and thinking to (a person): possess the knowledge to a person (knowledge skill, etc.). While speaking refers to the act of using words in a natural tone of voice. Thus, teaching speaking entails instructing someone on how to communicate.

Tarigan (1990: 3-4) defines speaking as a language skill that develops during childhood. It is preceded by listening ability, and it is during this period that speaking ability is acquired. That is, speaking is the fundamental language. The

speaking ability has occurred or has been preceded by listening ability. Enhancing one's listening ability is exceptionally beneficial for one's speaking ability.

The purpose of speaking skills instruction is to increase communication efficiency. Learners should be able to communicate effectively, making the best use of their current proficiency. They should make every effort to avoid message confusion caused by improper pronunciation, grammar, or vocabulary and adhere to the social and cultural rules governing each communication situation (Burnkart. 1998:2).

Brown (2001:8) stated that a review of some current oral communication education issues would help put the more practical considerations into perspective. These include conversational discourse, teaching pronunciation, accuracy, and fluency, and the interaction effect.

Clark and Clark (in Syukri, 2009:8) define speaking as the process of putting ideas into words. Conceptually and concretely, ideas are abstract and conceptual; the words used to realize them are concrete.

If one considers speaking, it is manifested through the use of the speech organs. It is said to be productive and to work via the aural. If one considers speaking as an example of use rather than a usage as a communicative activity, it is both productive and receptive, aural and visual.

Harmer (in Suriani, 2007:9) stated that when two people engage in conversation with one another, we can be reasonably confident that they are doing so for a reason. When one of these individuals speaks, we can probably make the following generalization:

1) He wants to speak, want is used here in general way to suggest that speaker makes a definite decision to address someone; speaking may be

forced on him some way but we can still say that he will intend in speaking, otherwise her would keep silent.

2) He has some communication purposed: speakers say things because they want something to happen as result of way say.

3) He selects from his language store: the speaker has an infinite capacity to create new sentences if he is a native speaker.

Teaching speaking enables students to express their emotions, communicate their communicative needs, interact with others in a variety of situations, and influence others. As a result, it is critical to have a firm grasp on the concepts involved in speech when teaching speaking skills.

Three components of speaking ability are generally recognized as critical components that must be mastered in order to learn English: pronunciation, vocabulary, and grammar. Teachers and students should have a firm grasp on these three components in order to apply and practice strategies for improving students' speaking abilities through Collaborative Learning. Speaking encompasses two inseparable components: accuracy and fluency.

**a. Accuracy**

Accuracy in speaking is contingent upon acceptable pronunciation, proper grammar, and appropriate word choice (Byrne, 1988).

Accuracy, according to Webster (1996: 15), is the quality of being accurate. While accuracy is defined as the degree to which something is true in the Oxford dictionary (1996: 20), Marcel (1978) asserts that accuracy refers to a person's ability to use appropriate words and sentence patterns. Accuracy encompasses three interdependent components. Grammar, vocabulary, and pronunciation are the three components.

1) Vocabulary

It is impossible without mastering vocabulary. As a result, this element is somewhat necessary to master before practicing speaking. Students occasionally struggle to memorize all of the vocabulary they know due to a lack of practice and application. As a result, they need to practice more to keep them fresh in their minds. Additionally, Harmer (2001: 10) distinguishes two types of vocabulary: active and passive vocabulary. Active vocabulary refers to the words that we want students to understand but will never use. Additionally, Marcel (1978: 10) states that someone can be considered to have good vocabulary use if the vocabulary produced is broad (without repetition) or appropriate for a particular dialogue or speech situation.

When a speaker speaks a language, he or she conveys words using his or her mind. Language is the medium of communication. A word has a specific meaning when it is used in a particular context. The term "vocabulary" refers to words that are used in structural sentences.

In Amin (2006: 38), Simon and Schuster defined vocabulary as (1) a collection of words and occasionally phrases, usually alphabetically ordered and defined; a dictionary; glossary; or lexicon, (2) all the words in a language, and (3) all the words used by a particular person, class, profession, or group of people, and occasionally all the words recognized and understood by a particular person, although not necessarily us.

A language's vocabulary is the total number of words that comprise it (along with the rules for their combination). It contains nouns, verbs, adjectives, and function words such as prepositions, conjunction, article, and pronoun.

2) Pronunciation

According to Mckeenhill (1997), it is a fact or manner of pronunciation something: articulated, utterance. Without a doubt, pronunciation is inextricably linked to intonation and stress. The majority of the time, pronunciation, intonation, and stress is acquired through imitation and repetition. As a result, lectures should adhere to high pronunciation standards to replicate them during the teaching and learning process.

According to Alexander et al. (1998: 830), pronunciation refers to how a language or a specific word is spoken. Teaching pronunciation entails recognizing or comprehending the flow of speech and word production. The purpose of teaching pronunciation is to enable students to produce English speech that is understandable in the contexts in which they use it. When a teacher teaches English, they are responsible for ensuring that the students' utterances are understandable. They must be able to express themselves freely. This implies that students' pronunciation should be adequate for the task at hand.

Communicating orally without an acceptable and proper pronunciation is impossible. Without a doubt, pronunciation is inextricably linked to intonation and stress. Pronunciation, intonation, and stress are most effectively learned through imitation and repetition. As a result, the teacher's pronunciation should be of a high standard in order for students to emulate the teacher during the teaching and learning process.

Carter and Nunan (1993: 147) assert that pronunciation is critical in both personal and social interactions. The correct pronunciation is the pronunciation that is nearly identical to that of a native speaker and is phonologically correct. When students have proper pronunciation, it will be simple to understand what they are saying.

Occasionally, the listener does not comprehend what we are saying due to a lock-in pronunciation. According to the Oxford dictionary (1996: 343), pronunciation refers to the manner in which a language, a specific word, or a sound is spoken.

3) Grammar

Grammar is a critical component of language. It is a matter of sentence and word. Grammar denotes noun, subject, imperative clause, and so forth. One frequently assumes that communicating effectively does not require the use of grammar. However, we frequently fail to recognize that we can create misunderstandings by ignoring grammar, which may be acceptable in casual conversation but can have a serious adverse effect in formal conversation.

Grammar is a branch of linguistics that studies word classes, their inflections or ways of indicating their relationship to one another, function, and relation in sentences as used in established usage, and that is occasionally extended to include related matter (Webster, 1996: 275).

Simon and Schuster defined grammar in Amin (2006: 20) as the branch of language study concerned with the forms and structure of words (morphology) and their customary arrangement in phrases and sentences (syntax), a term that was previously used to refer to all aspects of language study (except those concerned with the precise meaning of words), as centered on morphology and syntax, and is now frequently distinguished from tagging (semantics). A grammar can be defined as the system of word structures and word arrangements used in a particular language at a particular time.

Additionally, Littlewood in Amin (2006: 23) defined grammar as (1) the fundamental way a language is constructed, (2) an explanation or description of

how a language is constructed, and (3) a set of rules for speaking and writing correctly. As a result, they employ grammar as the organizing principle for the message they convey.

According to the researcher, accuracy is the quality of being precise, exact, or correct in pronunciation, vocabulary, and grammar. The accuracy with which students produce their work is one of the criteria used to determine the students' speaking abilities in this study.

**b. Fluency**

According to Brumfit (1983 in Tahir, 2008:22), fluency is the ability to speak naturally as a native speaker. Speaking performance is not entirely dependent on accuracy in terms of mastering the language system and fluency in terms of communicating effectively and without hesitation.

Simon and Schuster (1976) define fluency as the quality of flowing smoothness, the absence of harshness, and the ability to write or speak easily, smoothly, expressively, or with readiness.

Speaking in front of an audience may impair students' ability to communicate fluently; they may speak with some or more hesitation; however, they should always practise their speaking; this condition will gradually alleviate the students' hesitation.

Fluency refers to a learner's ability to communicate meaning effectively rather than the number of errors they make in grammar, pronunciation, and vocabulary. Fluency is frequently compared to accuracy, which is concerned with the type, quantity, and severity of errors. Thus, fluency is a highly complex concept that refers primarily to the smoothness of discourse continuity; it also encompasses

an examination of how sentences vary in word order and omit structural elements and specific aspects of discourse prosody.

According to the Random House Webster college dictionary (1997), fluency refers to the ability to speak or write smoothly, easily, or readily to an easy flow is the word is to respond ably to communicate with the base it implies to ready flow and accomplishes speak or write. Typically, it is a communication term. Whereas Marcel (1978: 12) defines fluency as "a person's way of speaking that involves how to process words in specific tonal periods without missing any important words."

Brown (1980:255) defines fluency as the ability to use language freely and expressively. It is probably most effectively accomplished by allowing the "stream" of speech to "flow" and then assuming that this speech spills over beyond comprehension to the riverbank of instruction or by explaining the same details of phonology, grammar, and discourse that fluency defined as the ability to communicate without excessive hesitation, pause, or breakdown in communication. It refers to the capacity for spontaneous communication.

The term "fluency" is frequently used to refer to the smoothness or flow of speech, the rate of speech, the absence of excessive pausing or hesitation makers, the length of utterances, and connectedness (koponen, 1995)

1)  Smoothness

Smoothness is the ability to speak English fluently and effectively through effective clustering (Brown 1980:267). A good clustering technique is to speak English fluently using phrasal. This means that you should not speak English word for word and that you should use English with contractions, elisions, and reduced vowels.

2)  Pauses

Pausing is often viewed as a factor of disfluent speech (Rossiter, 2009, p. 398); however, pausing is not an uncommon or entirely negative feature of fluent language. When taking part in any type of oral discourse, pauses are used to allow for breathing and thinking (Griffiths, 1991).

3)  Hesitation

Hesitation phenomena such as fillers are more likely to occur at the beginning of an utterance or phrase, presumably due to the increased demand on planning processes at these points (Barr 2001; Beattie 1979; Maclay & Osgood 1959). Hesitation disfluencies revealed an intriguing pattern: participants were more likely to repeat words in the fast conditions but not more likely to use fillers such as uh.

Based on the explanation above, the researcher concludes that fluency can produce communicative language even when the utterances are not perfect but are continuous and smooth. It requires students to perform it naturally as long as the performance is understandable and communicable. The researcher concludes that fluency is the capacity to communicate efficiently and smoothly. Fluency is also an aspect that the researcher should evaluate because it is one of the factors that can indicate a student's speaking ability.

**5. Characteristics of successful speaking activities**

Again, while spoken language is frequently simple to perform, it can be challenging in some instances (Brown, 2001: 270). Munjayanah (2004: 16) supports this statement by stating that when people wish to communicate fluently, they occasionally encounter difficulties. To conduct successful speaking, they must exhibit several characteristics of successful speaking activity, including the following:

1) Students frequently converse as much of the time allotted to the activity as possible is occupied by learners talking. This may seem self-evident, but often the majority of time is spent on teacher talk or pauses.

2) The participant is equal. A small number of talkative participants does not dominate discussions in the classroom. Each participant is allowed to speak, and contributions are relatively distributed.

3) There is a high level of motivation. Learners are eager to speak because they are interested in the subject and have something new to contribute, or they wish to contribute to the achievement of a task objective.

4) Language proficiency is acceptable. Learners express themselves in meaningful utterances that are easy to teach others and have an acceptable language accuracy level.

**C. Advantages and Disadvantages of Collaborative Learning and Conventional Method (Individual Learning).**

**Table 2.1: Advantages and Disadvantages of Collaborative Learning**

| Advantages | Disadvantages |
| --- | --- |
| Students develop a new perspective | Can cause conflict among group members |
| Leads to greater personal satisfaction | Unequal participation from students |
| Engage students in active classroom activity | Students may avoid the task |
| Improve their self-confidence | Can be extremely time-consuming |
| Improves critical thinking | Individual needs are dominated by the needs of the group |
| Improves communication skills | |
| Result in better team working skills | |
| Introducing self-reflection techniques | |

**Table 2.2: Advantages and Disadvantages of Conventional Method (Individual Learning)**

| Advantages | Disadvantages |
|---|---|
| Provides the context that helps students recognize the relevance of the learning | Often require more time for the teacher to prepare well |
| Promotes better retention of learning | May be frustrating for students who are not prepared to participate |
| Deepens understanding and enhances students' ability to transfer knowledge to "real-life" situtations | Need to motivated enough to complete the task |
| Engages the student more, and is thus usually more enjoyable | The improvement is too slow |
| May address a greater variety of learning styles | |

**D.  Conceptual Framework**

The following diagram illustrates the conceptual framework for this research.

Teaching Speaking Skills

Experimental Class

Collaborative Learning :

Problem Solving, Think Pair Share, Case Study

Control Class

Conventional Method (individual Learning)

PROMOTING THE STUDENTS' SPEAKING SKILL
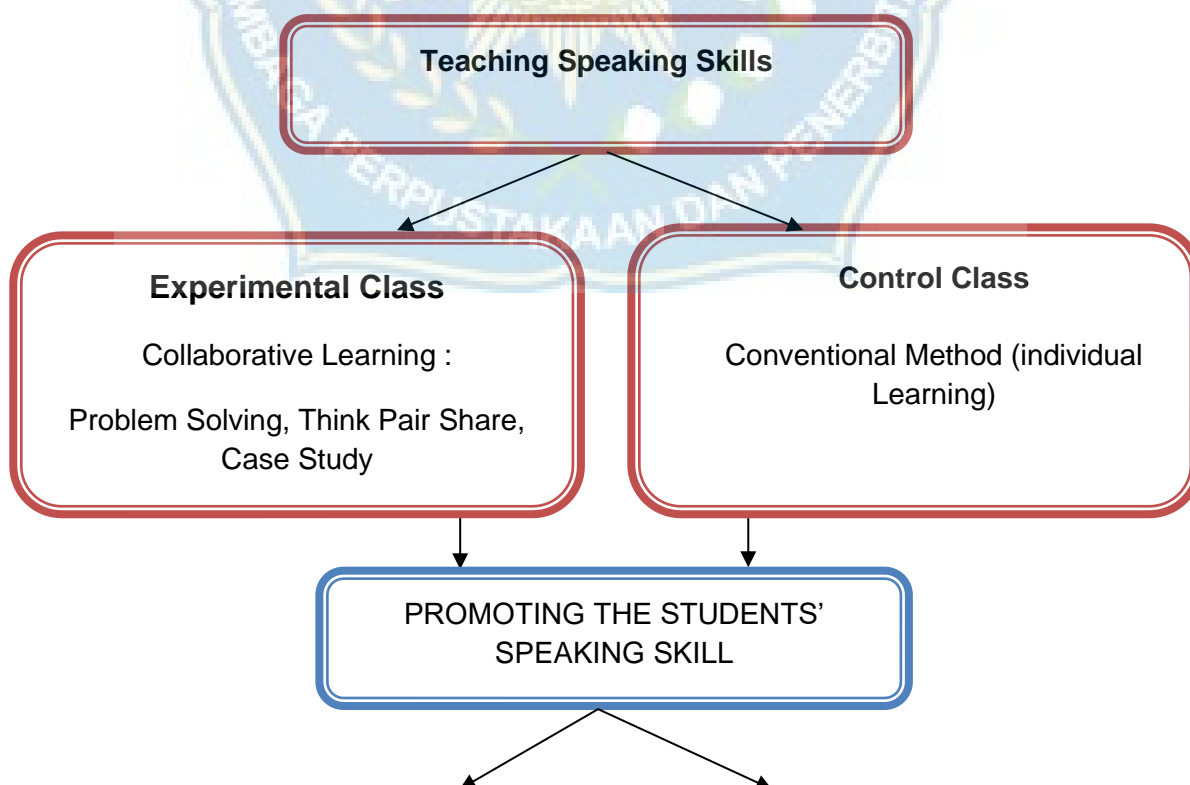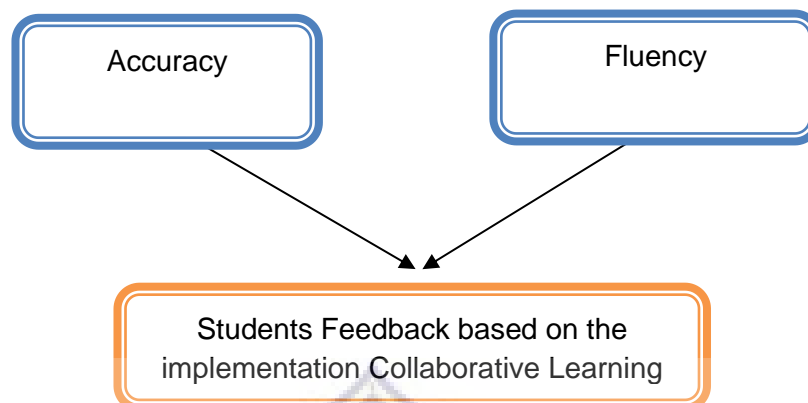
**Figure 2.1: The conceptual framework**

Based on the conceptual framework above, it covers three main parts to be described as follows:

1. Input refers to the teaching speaking skills by implementing Collaborative Learning and Conventional Method (Individual Learning).

2. Teaching Process, in Experimental class the researcher implements Collaborative Learning Method to promote the students' speaking skill that covers speaking accuracy and speaking fluency. In Control class teaching by using Conventional Method (Individual Learning).

3. Output refers to know the improvement of students' speaking skill and to know the students feedback by comparing the result of teaching using implementing Collaborative Learning and Conventional Method (Individual Learning.

**E. Hypothesis**

The following hypothesis was empirically investigated in the current research:

1. There is no significant difference between the mean score of pretests and posttest of the students' speaking skills.

2. There is a significant difference between the mean score of pretests and posttest of the students' speaking skills.

Alternative hypothesis ($H_1$): implementing Collaborative Learning significantly promote the students' speaking skill of the second semester students at Muhammadiyah University of Makassar.

**CHAPTER III**

**RESEACH METHOD**

## A. Research design

This research applied a quasi-experimental design, specifically a non-equivalent control group design (Gay et al., 2012:270). It involved two groups: experimental and control. Collaborative Learning was used in the experimental group, while the lecturer used the conventional method (Individual Learning) in the control group. Pre-test and post-test were administered to both groups. The pretest was used to assess students' prior knowledge, while the posttest was used to assess the progress of Language teaching, which was focused on the students' speaking skills, which included speaking accuracy and fluency. The following was the formulation of the design:

**Table 3.1: A-quasi experimental design**

| | | | |
|---|---|---|---|
| **Experimental group** | O1 | **X1** | **O2** |
| **Control group** | O1 | X2 | O2 |

**(Gay, 2012)**

Where:

O1 = Pretest

O2 = Posttest

X1 = Treatment with Collaborative Learning

X2 = Treatment with Conventional Method

**B. Research variable and indicators**

There were two variables, independent and dependent. The independent variable was the implementation of Collaborative Learning in teaching speaking skills.

The dependent variable of this research was the students' speaking skills, which included speaking accuracy and fluency.

**C. Population and Sample**

1. Population

The population for this research was second semester students at Muhammadiyah University of Makassar's English department during the 2018-2019 academic years. The second semester consisted of eight classes, with a total enrollment of 228 students.

2. Sample

Based on the number of students above, the sample was taken using purposive sampling technique. The total sample was 38 students from two classes consisting of class II G as the experimental class, and II C as the control class.

**D. Instrument of the Research**

The researcher used a questionnaire and a speaking test to conduct pretests and posttests for each class. The Questionnaire was used to highlight the process of implementing Collaborative Learning in the classroom when teaching speaking. The pretest was used to assess the students' basic performance in speaking in terms of accuracy and fluency. The purpose of the posttest was to

determine whether or not students succeeded in speaking as a result of Collaborative Learning.

### E. Procedure of Data Collection

The procedure for collecting data from both the experimental and control groups was as follows:

1. Pretest

Before presenting materials, the researcher gave speaking test in order to know the students' prior knowledge of speaking skill. The test was given to experimental and control class.

2. Treatment

The treatment was conducted for 6 meetings and each meeting spends 90 minutes. In this case, the researcher used Collaborative Learning in experimental class and Conventional Way (Individual Learning) used by the lecturer for control class. The procedure for both groups as follows:

a. **Teaching Procedures for Experimental Class**

In the first meeting, the researcher applied Think Pair Share in teaching speaking skills. Before applying this activity, the researcher explains the material about "Describing People" to the students. In the teaching and learning process, the researcher divides the students into some groups and shares some pictures and clues about the people for each groups. And then after discuss each group share ideas about the pictures.

In the second meeting, the researcher divides the students into pair groups and shares some pictures and clues about the people for each group. And then, the students discuss the answer each came up with. They compare their ideas and identify the answers that they think are the best, most convincing, or most unique. Then the last, each pair groups share ideas about the pictures.

In the third and the fourth meeting, the researcher applied Problem Solving activity in teaching speaking skills. Before applying this activity the researcher, explain the material about "Describing Object" to the students. In the teaching and learning process, the researcher put the students into some groups, then shares an object picture for each to analyze together. After that, each group shares their ideas about the pictures with the other members of the group. Then the other groups give comments or suggestions.

In the fifth and sixth meetings, the researcher applied a Case Study activity in teaching speaking skills. Before applying this activity the researcher, explain the material about "Describing Place" to the students. In teaching and learning process the researcher put the students into some groups, then share some case picture for each to analyze it together. After that, each group shares their arguments and reason about the pictures with the other members of the group. Then the other groups ask questions for clarification and to move the discussion to another level. The last all groups synthesize issues raised.

b. **Teaching Procedures for Control Class**

1) Throughout the six meetings, the researcher used individual learning as a form of instruction for the students.

2) The researcher briefed the students on the materials. The materials used were identical to those used in experimental class.

3) The researcher demonstrated the correct pronunciation of several words, which the students repeated.

4) The students then used the dictionary to determine the meaning of unfamiliar words.

5) Following that, the researcher provided exercises that were based on the materials.

6) Finally, the researcher requested that each student present their activity individually.

3. Posttest

After administering the treatment for the two groups, the posttest was administered to both the experimental and control subjects. A similar group in the test immediately before that was identical to the experiment and control.

**F. The technique of Data Analysis**

In this case, the data was collected and analyzed using the following procedures:

1) Transcribe the student's pre-test and post-test.

2) Scoring the students' answer of pretest and posttest.

3) Assigning a score to each student

4) Using SPSS 25.0 to calculate the mean score.

5) Assessing the speaking skill score using the following formula.

**Table 3.2: The accuracy-scoring system**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | The mother tongue only very slightly influences pronunciation. Two or three grammatical and lexical errors. |
| Very good | 5 | The mother tongue slightly influences pronunciation. A few minor grammatical and lexical errors, but most utterances are correct. |
| Good | 4 | The mother tongue has a moderate influence on pronunciation, but there are no significant phonological errors: a few grammatical and lexical errors, but only one or two significant errors that cause confusion. |
| Average | 3 | The mother tongue influences pronunciation, but there are only a few significant phonological errors. Numerous grammatical and lexical errors, several of which are cause for consternation. |
| Poor | 2 | The mother tongue has a significant influence on pronunciation, with errors resulting in a breakdown of communication. Numerous 'fundamental' grammatical and lexical errors. |
| Very poor | 1 | There are severe numerous pronunciation errors, as well as countless grammatical and lexical errors. There is no evidence that the student has mastered any of the language skills or areas covered in the course. |

(Heaton, 1988)

**Table 3.3: The fluency-scoring system**

| Classification | Score | Criteria |
|---|---|---|
| Excellent | 6 | Speak naturally and with a relatively broad range of expression. Occasionally searches for words, but only one or two unnatural pauses. |
| Very good | 5 | At times, may look for opportunities to locate words. Nonetheless, the delivery is generally smooth, with only a few instances of unnatural delivery. |

| | | |
|---|---|---|
| **Good** | 4 | While he may put more effort and search for words, there are few unnatural pauses. Generally, a fairly smooth delivery. Occasionally fragmentary, but conveys the basic idea of the message. A reasonable range of expression. |
| **Average** | 3 | For the majority of the time, may put more effort. Frequently, the desired meaning must be discovered. Delivery is somewhat halting and fragmentary. Often, the range of expression is limited. |
| **Poor** | 2 | Paused for an extended period of time as he searched for the desired meaning. Frequent and sporadic delivery. At times, it comes dangerously close to abandoning the effort. Limited expressive range. |
| **Very poor** | 1 | Contained lengthy and unnatural pauses. The delivery is highly halting and fragmentary. At times, it ceases to make an effort. Extremely constrained range of expression. |

(Heaton, 1988)

**Table 3.4: The band and converted scores**

| Classification | Band | Scores Values |
|---|---|---|
| **Excellent** | 6 | 91-100 |
| **Very good** | 5 | 76-90 |
| **Good** | 4 | 61-75 |
| **Average** | 3 | 51-60 |
| **Poor** | 2 | 41-50 |
| **Very poor** | 1 | 0-40 |

(Muhayyang, 2003)

**CHAPTER IV**

**FINDINGS AND DISCUSSION**

This chapter presents the research findings and the discussion. The findings presented in this section include student feedback on the implementation of Collaborative Learning and data from a speaking test conducted to assess students' speaking skills in the second semester of the English department at Muhammadiyah University of Makassar towards the implementation of Collaborative Learning in speaking class. Otherwise, the discussion section describes and interprets the research findings.

**A. Findings**

**1. The frequency and percentage of pretest and posttest score for Experimental Class (E) and Control Class (C)**

The following table illustrates the students' speaking achievement results in terms of accuracy and fluency, both pretest and posttest.

**Table 4.1 Frequency and Percentage of Pretest Score for Both Classes in terms of Accuracy**

| Classification | Score | E Pretest | | C Pretest | |
|---|---|---|---|---|---|
| | | F | P (%) | F | P (%) |
| Excellent | 91-100 | 0 | 0 | 0 | 0 |
| Very good | 76-90 | 2 | 10.5 | 0 | 0 |
| Good | 61-75 | 3 | 15.8 | 6 | 31.6 |
| Average | 51-60 | 0 | 0 | 0 | 0 |
| Poor | 41-50 | 8 | 42.1 | 5 | 26.3 |
| Very poor | 0-40 | 6 | 31.6 | 8 | 42.1 |
| Total | | 19 | 100 | 19 | 100 |

Based on Table 4.1 above, it was known that most of the students' pretest result for excellent, very good, good, average, poor and very poor Classification. In Experimental (E) class, the data of pretest showed that there were 2 (10.5%) students got "very good" classification, 3 (15.8%) students got "good" classification, 8 (42.1%) students got "poor" classification, and 6 (31.6%) students got "very poor" classification. In Experimental (E) class most of students got "very poor" scores in pretest.

In Control (C) class, there were 6 (31.6%) students got "good" classification, 5 (26.3%) students got "poor" classification, and 8 (42.1%) got "very poor" classification. In Control (C) class most of students got "very poor" classification in pretest.

**Table 4.2 Frequency and Percentage of Pretest Score for Both Classes in terms of Fluency**

| Classification | Score | E | | C | |
|---|---|---|---|---|---|
| | | Pretest | | Pretest | |
| | | F | P (%) | F | P (%) |
| Excellent | 91-100 | 0 | 0 | 0 | 0 |
| Very good | 76-90 | 0 | 0 | 0 | 0 |
| Good | 61-75 | 3 | 15.8 | 5 | 26.3 |
| Average | 51-60 | 0 | 0 | 7 | 36.8 |
| Poor | 41-50 | 12 | 63.2 | 0 | 0 |
| Very poor | 0-40 | 4 | 21.1 | 7 | 36.8 |
| Total | | 19 | 100 | 19 | 100 |

Based on Table 4.2 above, it was known that most of the students' pretest result for excellent, very good, good, average, poor and very poor Classification. In Experimental (E) class, the data of pretest showed that there were 3 (15.8%) students got "good" classification, 12 (63.2%) students got "poor" classification,

and 4 (21.1%) students got "very poor" classification. In Experimental (E) class most of students got "poor" classification in pretest.

In Control (C) class, there were 5 (26.3%) students got "good" classification, 7 (36.8%) students got "average" classification, and 7 (36.8%) got "very poor" classification. In Control (C) class most of students got "average" and "very poor" classification in pretest.

**Table 4.3 Frequency and Percentage of Posttest Score for Both Classes in terms of Accuracy**

| Classification | Score | E Posttest | | C Posttest | |
|---|---|---|---|---|---|
| | | F | P (%) | F | P (%) |
| Excellent | 91-100 | 2 | 10.5 | 0 | 0 |
| Very good | 76-90 | 9 | 47.4 | 3 | 15.8 |
| Good | 61-75 | 5 | 26.3 | 9 | 47.4 |
| Average | 51-60 | 0 | 0 | 0 | 0 |
| Poor | 41-50 | 2 | 10.5 | 7 | 36.8 |
| Very poor | 0-40 | 1 | 5.3 | 0 | 0 |
| Total | | 19 | 100 | 19 | 100 |

Based on Table 4.3 above, it was known that most of the students' pretest result for excellent, very good, good, average, poor and very poor Classification. In Experimental (E) class, the data of pretest showed that there were 2 (10.5%) students got "excellent" classification, 9 (47.4%) students got "very good" classification, 5 (26.3%) students got "good" classification, 2 (10.5%) students got "poor" classification, and 1 (5.3%) student got "very poor" classification. In Experimental (E) class most of students got "very good" classification in pretest.

In Control (C) class, there were 3 (15.8%) students got "very good" classification, 9 (47.4%) students got "good" classification, and 7 (36.8%) got

"poor" classification. In Control (C) class most of students got "good" classification in pretest.

**Table 4.4 Frequency and Percentage of Posttest Score for Both Classes in terms of Fluency**

| Classification | Score | E Posttest | | C Posttest | |
|---|---|---|---|---|---|
| | | F | P (%) | F | P (%) |
| Excellent | 91-100 | 2 | 10.5 | 0 | 0 |
| Very good | 76-90 | 13 | 68.5 | 5 | 26.3 |
| Good | 61-75 | 4 | 21.1 | 8 | 42.1 |
| Average | 51-60 | 0 | 0 | 0 | 0 |
| Poor | 41-50 | 0 | 0 | 5 | 26.3 |
| Very poor | 0-40 | 0 | 0 | 1 | 5.3 |
| Total | | 19 | 100 | 19 | 100 |

Based on Table 4.4 above, it was known that most of the students' pretest result for excellent, very good, good, average, poor and very poor Classification. In Experimental (E) class, the data of pretest showed that there were 2 (10.5%) student got "excellent" classification, 13 (68.5%) students got "very good" classification, and 4 (21.1%) students got "good" classification. In Experimental (E) class most of students got "very good" classification in pretest.

In Control (C) class, there were 5 (26.3%) students got "very good" classification, 8 (42.1%) students got "good" classification, 5 (26.3%) students got "poor" classification and 1 (5.3%) got "very poor" classification. In Control (C) class most of students got "good" classification in pretest.

**2. The Mean Score and Standart Deviation in terms of Accuracy and Fluency of the students' speaking Achievement Result**

The data presented in the table below clearly demonstrate the Mean Score and Standard Deviation for the students' speaking Achievement Result in terms of Accuracy and Fluency.

**Table 4.5 Students' Mean Score and Standart Deviation of the students' speaking Achievement Result in Pretest**

|  | E | | C | |
|---|---|---|---|---|
|  | accuracy | Fluency | Accuracy | fluency |
| N | 19 | 19 | 19 | 19 |
| Mean | 50.88 | 50.00 | 48.24 | 48.24 |
| Std.Deviation | 16.17 | 12.42 | 14.58 | 13.48 |

Table 4.5 above shows the Students' Mean Score and Standart Deviation for both two Classes in pretest. For Experimental class, the mean score of the students in term of accuracy that were 50.88 with standart deviation 16.17 and the mean score of the students in term of fluency that were 50.00 with standart deviation 12.42.

For Control class, the mean score of the students in term of accuracy that were 48.24 with standart deviation 14.58 and the mean score of the students in term of fluency that were 48.24 with standart deviation 13.48.

**Table 4.6 Students' Mean Score and Standart Deviation in terms of Accuracy of the students' speaking Achievement Result in Posttest**

|  | E | | C | |
|---|---|---|---|---|
|  | accuracy | Fluency | Accuracy | accuracy |
| N | 19 | 19 | 19 | 19 |
| Mean | 74.56 | 74.56 | 63.16 | 64.91 |
| Std.Deviation | 17.00 | 17.89 | 11.89 | 14.59 |

Table 4.6 above shows the Students' Mean Score and Standart Deviation for both two Classes in Posttest. For Experimental class, the mean score of the students in term of accuracy that were 50.88 with standart deviation 16.17 and the mean score of the students in term of fluency that were 50.00 with standart deviation 12.42.

For Control class, the mean score of the students in term of accuracy that were 48.24 with standart deviation 14.58 and the mean score of the students in term of fluency that were 48.24 with standart deviation 13.48.

**Table 4.7 Students' Mean Score and Standart Deviation of the students' speaking Achievement Result in Pretest and Posttest**

|  | Pretest | | Posttest | |
|---|---|---|---|---|
|  | E | C | E | C |
| N | 19 | 19 | 19 | 19 |
| Mean | 50.44 | 48.25 | 74.56 | 64.03 |
| Std.Deviation | 14.30 | 14.04 | 17.46 | 13.24 |

The table 4.7 above shows the different students' score for both two Classes in pretest and posttest. For Experimental class, the mean score of the

student improved from 50.44 with standard deviation 14.30 to 74.56 with standard deviation 17.46. For Control class, the mean score of the students also improved from 48.25 with standard deviation 14.04 to 64.03 with standard deviation 13.24.

The data indicated that initial treatment, the experimental class's mean score was higher than the control class. Then, following treatment, the mean score on the posttest improved significantly over the pretest. However, after implementing Collaborative Learning in the experimental class, the findings indicate that the experimental class's students scored higher than the control class's students (74.56>64.03). This indicates that collaborative learning is an effective method for improving students' speaking skills in terms of accuracy and fluency.

## 3. The Inferential Analysis between posttest for both groups.

The data presented in the table below clearly demonstrate the accuracy and fluency of the experimental and control class following treatment.

**Table 4.8 The t-test Posttest for Experimental Class and Control Class In terms of Accuracy**

| Independent Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Accuracy | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | .460 | .502 | 4.578 | 36 | .000 | 16.6647 | 3.6399 | 9.2826 | 24.0469 |
| Equal variances not assumed | | | 4.578 | 35.466 | .000 | 16.6647 | 3.6399 | 9.2788 | 24.0507 |

As it is displayed in Tables 4.8, the amount of t-observed for the effect of application of collaborative learning on promoting the students' speaking ability as sig 2-tailed = 0.000 is less than 0.05, so the first null hypotheses is rejected and also a statistically significant difference between the two groups is revealed. In other words, the experimental group significantly outperformed the control group. This result contradicts the first null hypothesis, which states that there is no significant difference between the mean score of pretests and posttest of the students' speaking skills. It can conclude that the use of Collaborative Learning is more effective to promote students' speaking skills in term of accuracy.

**Table 4.9 The t-test Posttest for Experimental Class and Control Class In terms of Fluency**

| Independent Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Fluency | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 3.539 | .068 | 4.179 | 36 | .000 | 16.6647 | 3.9875 | 8.5778 | 24.7517 |
| Equal variances not assumed | | | 4.179 | 30.847 | .000 | 16.6647 | 3.9875 | 8.5306 | 24.7988 |

As presented in table 4 the amount of t-observed for the effect of application of collaborative learning on promoting the students' speaking ability as sig 2-tailed = 0.000 is less than 0.05, so the first null hypotheses is rejected and also a statistically significant difference between the two groups is revealed. In other words, the experimental group significantly outperformed the control group. This result rejects the first null hypothesis which states that there is no significant difference between the mean score of pretests and posttest of the students' speaking skills and it can be can conclude that the use of Collaborative Learning is more effective to promote students' speaking skills in term of fluency.

4. **Student's feedback based on the implementation of Collaborative Learning.**

The findings of the research showed the student's feedback based on the implementation of Collaborative Learning at the second semester students of Muhammadiyah University of Makassar in experimental class. The results were shown based on the questionnaires as follows:

**Tabel 4.10 Positive interdependence**

| Interval Score | Criteria | Frequency | Percentage % |
|:---:|:---:|:---:|:---:|
| 22-25 | Very Good | 9 | 52.7 |
| 18-21 | Good | 10 | 47.3 |
| 14-17 | Enough | 0 | 0 |
| 10-13 | Poor | 0 | 0 |
| 5-9 | Very Poor | 0 | 0 |
| **Total** | | 19 | 100 |

The questionnaire result analysis showed that there were 9 (52.7%) students were "very good" criteria, 10 (47.3%) students were "good" criteria, then based on the SPSS 25 result analysis showed that no one got enough, poor, very poor criteria. Based on the data found indicated that by implementing Collaborative Learning, it can develop the students' positive interdependence.

**Tabel 4.11 Individual Accountability**

| Interval Score | Criteria | Frequency | Percentage % |
|:---:|:---:|:---:|:---:|
| 22-25 | Very Good | 4 | 21.1 |
| 18-21 | Good | 15 | 78.9 |
| 14-17 | Enough | 0 | 0 |
| 10-13 | Poor | 0 | 0 |
| 5-9 | Very Poor | 0 | 0 |
| **Total** | | 19 | 100 |

The questionnaire result analysis showed that there were 4 (21.5%) students were "very good" criteria, 15 (79.5%) students were "good" criteria, then based on the SPSS 25 result analysis showed that no one got enough, poor, very poor criteria. Based on the data found indicated that by implementing Collaborative Learning, it can develop the students' individual accountability.

**Tabel 4.12 Face to Face Interaction**

| Interval Score | Criteria | Frequency | Percentage % |
|:---:|:---:|:---:|:---:|
| 22-25 | Very Good | 7 | 36.8 |
| 18-21 | Good | 12 | 63.2 |
| 14-17 | Enough | 0 | 0 |
| 10-13 | Poor | 0 | 0 |
| 5-9 | Very Poor | 0 | 0 |
| **Total** | | 19 | 100 |

The questionnaire result analysis showed that there were 7 (36.8%) students were "very good" criteria, 12 (63.2%) students were "good" criteria, then based on the SPSS 25 result analysis showed that no one got enough, poor, very poor criteria. Based on the data found indicated that by implementing Collaborative Learning, it can develop the students' face to face interaction.

**Tabel 4.13 Social skills**

| Interval Score | Criteria | Frequency | Percentage % |
|---|---|---|---|
| 22-25 | Very Good | 4 | 21.1 |
| 18-21 | Good | 15 | 78.9 |
| 14-17 | Enough | 0 | 0 |
| 10-13 | Poor | 0 | 0 |
| 5-9 | Very Poor | 0 | 0 |
| Total | | 19 | 100 |

The questionnaire result analysis showed that there were 4 (21.1%) students were "very good" criteria, 15 (78.9%) students were "good" criteria, then based on the SPSS 25 result analysis showed that no one got enough, poor, very poor criteria. Based on the data found indicated that by implementing Collaborative Learning, it can develop the students' social skills.

**Tabel 4.14 Group Processing**

| Interval Score | Criteria | Frequency | Percentage % |
|---|---|---|---|
| 22-25 | Very Good | 5 | 26.4 |
| 18-21 | Good | 12 | 63.3 |
| 14-17 | Enough | 2 | 10.3 |
| 10-13 | Poor | 0 | 0 |
| 5-9 | Very Poor | 0 | 0 |
| Total | | 19 | 100 |

The questionnaire result analysis showed that there were 5 (26.4%) students were "very good" criteria, 12 (63.3%) students were "good" criteria, 2 (10.3%) students were "enough" criteria, then based on the SPSS 25 result analysis showed that no one got poor and very poor criteria. Based on the data found indicated that by implementing Collaborative Learning, it can develop the students' individual accountability.

Based on the questionnaire result analysis above, the all element showed that there were Face to Face Interaction indicated very good feeeback 36.8%, Group Processing indicated very good feeeback 26.4%, Social skills indicated very good feeeback 21.1%, interdependence indicated very good feeeback 52.7% and Individual accountability indicated very good feeeback 21.1%. in the other hand, the researcher can conclude that the students' positive interdependence indicated very good feeeback 52.7% then the other elements based on the implementation of Collaborative Learning in teaching speaking skills.

## B. DISCUSSION

This section discusses the interpretation of the findings from the SPSS 25 analysis, as well as the description of data obtained from the students' scores before and after treatment, which was implemented to improve their speaking ability. The researcher used English speaking tests and questionnaires adapted by Johnson and Johnson (1999) to determine students' speaking achievement and feedback on the implementation of Collaborative Learning.

In this part also, the discussion deals with the interpretation of findings derived from the result of the students' speaking achievement in speaking skills in terms of accuracy and fluency toward the implementation of Collaborative Learning

in experimental class and the conventional way in the control class. So, the researcher scored the students based on the three components by using the rating scores of the English proficiency test by Heaton, 1988. And the scoring of the students' feedback used Likert scale.

**1.  The Students' speaking achievement who were taught by implementing Collaborative Learning.**

Along with Collaborative Learning activities like think pair share, Group Problem Solving, and Case Study, the students indicated significant progress in improving their speaking accuracy and fluency. Collaborative learning shows that it can bring advantages for learners in some aspects. One of the proofs was the research that employed collaborative learning to improve learners' English skills. Research conducted by Pattanpichet (2011) demonstrated that collaborative learning positively affected students' speaking skills. Another proof of the success of collaborative learning implementation was revealed in Fakomogbon and Bolaji's experimental research (2017). They utilised collaborative learning with their control group, which massively increased their scores following treatment. The technique was implemented through think pair share, Group Problem Solving, and Case Study. This research also revealed that collaborative learning styles were more effective for learning.

Additionally, collaborative learning demonstrates that it is not only effective in terms of academic achievement. . This was shown by Laal and Ghodsi (2011) in their research that studied in what way collaborative learning benefited the students. The research proved that besides giving academic benefits, collaborative learning also contributed social, psychological, and assessment benefits for

students. The aims of this research also focused on two things: students'
perceptions and experiences on collaborative learning when implemented in their
speaking class and the effects of collaborative learning implementation on' the
students.

The following sections discuss how students improved their accuracy and
fluency in experimental and control classes.

a. **The improvement of the students' speaking accuracy**

The mean score of students in term of accuracy in the experimental class that
was 50.88 in pretest become 74.56 in postest with a score improvement 46.54%.
Based on the previous data, there was any improvement of the students in terms
of the students' speaking accuracy because collaborative learning helps each
other to find out their learning styles and patterns. These include how to solve
problems in groups, how to get along and communicate with other group members,
and how to reach the group goals by working together. However, it cannot be
ignored that the second semester students of Muhammadiyah University of
Makassar's English department also made some errors during the research. The
mistake faced in the teaching and learning process influenced by the mother
tongue, with errors causing a breakdown in communication and a few grammatical
and lexical errors causing confusion.

But in the control class the mean score of the students in term of accuracy that
were 48.24 in pretest become 63.16 in postest with a score improvement 30.92%.
Based on the previous data, there was also any improvement of the students in
terms of the students' speaking accuracy along with the individual learning in the
control class. However, it is irrelevant how they advanced. The previous data

indicated that students made more errors in vocabulary, pronunciation, and grammar. Students' most frequently occurring errors during those speaking components are inappropriate vocabulary, mispronunciation, and grammatical errors.

b. **The improvement of the students' speaking Fluency**

The mean score of students in term of fluency in the experimental class that were 50.00 in pretest become 74.56 in postest with the score improvement 49.12%. Based on the previous data there was any improvement of the students in terms of the students' speaking fluency by implementing collaborative learning. The students worked together to solve problems and to trigger confidence which led to more opportunities to practice speaking. However, the researcher discovered that students' limited English vocabulary and lack of command of their grammar made it difficult for them to speak fluently. They used excessive pauses, halting, and repetitions of words. This condition had an automatic effect on the rhythm of their speech. They appeared to be stammering, which detracted from their speaking performance. However, when it came to implementing collaborative learning, the students spoke courageously and expressively. They exchanged ideas and information with their other friends.

But in control class the mean score of the students in term of fluency that were that were 48.24 in pretest become 64.91 in postest with the score improvement 34.55%. Based on the previous data there was also any improvement of the students in terms of the students' speaking fluency along the individual learning in control class. However, The researcher discovered that students' limited English vocabulary and lack of command of their grammar made it difficult for them to speak fluently. They used excessive pauses, halting, and

repetitions of words. This condition had an automatic effect on the rhythm of their speech. They appeared to be stammering, which detracted from their speaking performance. However, when it came to implementing individual learning, the students were expressive and courageous. The students complete their exercise independently of one another.

## 2. The Students' feedback based on the implementation of Collaborative Learning

This research was focused on the Students' feedback based on the implementation of Collaborative Learning in the experimental class. The questionnaires were conducted with nineteen English Department Students as the sample. There were twenty-five questionnaires that focused on positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing.

Based on the results of questionnaires, it was revealed that the implementation of collaborative learning was perceived positively by the students. Almost all of the students showed a positive attitude and feedback towards collaborative learning. The students considered it effective in triggering their learning motivation because of the help from their group members. Cognitively, the students were benefited because during the group activities, the students shared knowledges and learning resources. The faster achievers helped and assisted the slower ones in finding certain English terms, reexplaining the instructions, and developing ideas. It was effective in making some slow achievers catch up with the faster ones. Thus, the learners were happy because working in groups made them learn to speak comfortably. Some of them did admit that the students were worried

that they could not rely on their friends at first. The students also felt that they would feel unconfident working together in a group, thinking that their friends might be more competent and superior to they were. Few students experienced some difficulties adjusting to their group members at the first meeting because of different ages and academic statuses. However, as time went by, they could blend and get along very well when given a task. Briefly, they were benefited socially when doing speaking collaborative activities in class. Then, the students also felt that they motivationally benefited from working collaboratively. This happened because the students never bullied others for not being able to do a certain task. When stuck, the students gave the slower achievers longer times to finish their parts and encouraged each other to keep motivated. This comforting learning atmosphere made the students comfortable, confident, and motivated to learn speaking.

Nonetheless, the implementation of collaborative learning was not without any drawbacks. Few students thought it was a little inconvenient to work in the same group with their friends in the classroom. The students thought they would not be able to say things and to share ideas freely. They were afraid if they "lost control" in behaving, it would affect their relationship in the classroom. Another major problem that occurred during the implementation of collaborative learning was how to reach consensus in a group. This happened because of several causes:

✓ Different interpretations from the students about the instructions.

✓ Different background knowledge each individual had.

✓ Different methods individuals had to complete a given task.

Yet, these minor drawbacks did not influence the group's learning outcomes significantly. Despite the group members' differences, all group members were always able to finish the tasks on time.

Briefly, it was evident that collaborative learning brought positive effects for the students. They worked together to solve problems, get meaningful feedback, and trigger confidence, leading to more opportunities to practice speaking. As a result, the existence of their cooperative friends and assistance from the tutor levelled up their confidence to speak.

On the other hand, the activities carried out during the class gave the students many opportunities to practice speaking, leading to their speaking skill improvement. During the implementation of collaborative learning, their learning experiences also help them find out their learning styles and patterns. These include how to solve problems in groups, get along and communicate with other group members, and reach the group goals by working together. Hence, knowing their learning styles and patterns help the learners develop and improve their speaking skills. Here the researcher can conclude that collaborative learning brings many advantages for the students, which covers positive interdependence, individual accountability, face-to-face interaction, social skills, and group processing.

# CHAPTER V

# CONCLUSIONS AND SUGGESTIONS

This chapter is divided into two sections: conclusions and suggestions. The researcher concludes that students' speaking skills improved as a result of implementing collaborative learning into the teaching and learning process in the classroom. The suggestions include those for students, English teachers or lecturers, and future researchers.

## A. Conclusions

Based on the findings and discussion in the preceding chapter, the following conclusions can be drawn:

1. Implementing Collaborative Learning to teach speaking improves students' accuracy. It can be demonstrated that the mean score on the students' posttest is higher in the experimental group that implements Collaborative Learning than in the control group that implements Conventional Learning.

2. Implementing Collaborative Learning to teach speaking improves students' fluency. It can be demonstrated that the mean score on the students' posttest is higher in the experimental group that implements Collaborative Learning than in the control group that implements Conventional Learning.

3. Collaborative Learning encourages students to share their ideas because they constantly practice speaking and use self-correction to promote their speaking. Students are free to discuss with their friends. As a result, if students have difficulty comprehending, they will consult their peers and collectively discuss it. By practicing frequently, students' speaking skills will promote.

## B. Suggestions

After concluding the research, the researcher would like to make some suggestions that hopes will be beneficial to students, English teachers, and researchers.

1. Intended for students

    Collaborative Learning is applicable to encourage the students to promote their speaking skills for the second-semester students Muhammadiyah University of Makassar. The students can express their ideas, information, or opinions freely without afraid of making mistakes with their friends.

2. Intended for teachers

    a. The teacher should be considering the different background knowledge each individual when divided the students into the group. It might make the group discussion that sometimes does not run well. Also, students are not serious about doing discussion. They discuss the thing outside the topic discussion, and sometimes the students do not use the time given properly.

    b. Because teaching speaking does not always go smoothly, teachers should be more creative in creating enjoyable and effective learning environments and motivating students. This atmosphere can be created in the classroom by implementing Collaborative Learning.

3. Intended for researchers

    The results of the study may be used to complement other sources or as the basis for further research with a distinct discussion.

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## CURRICULUM VITAE

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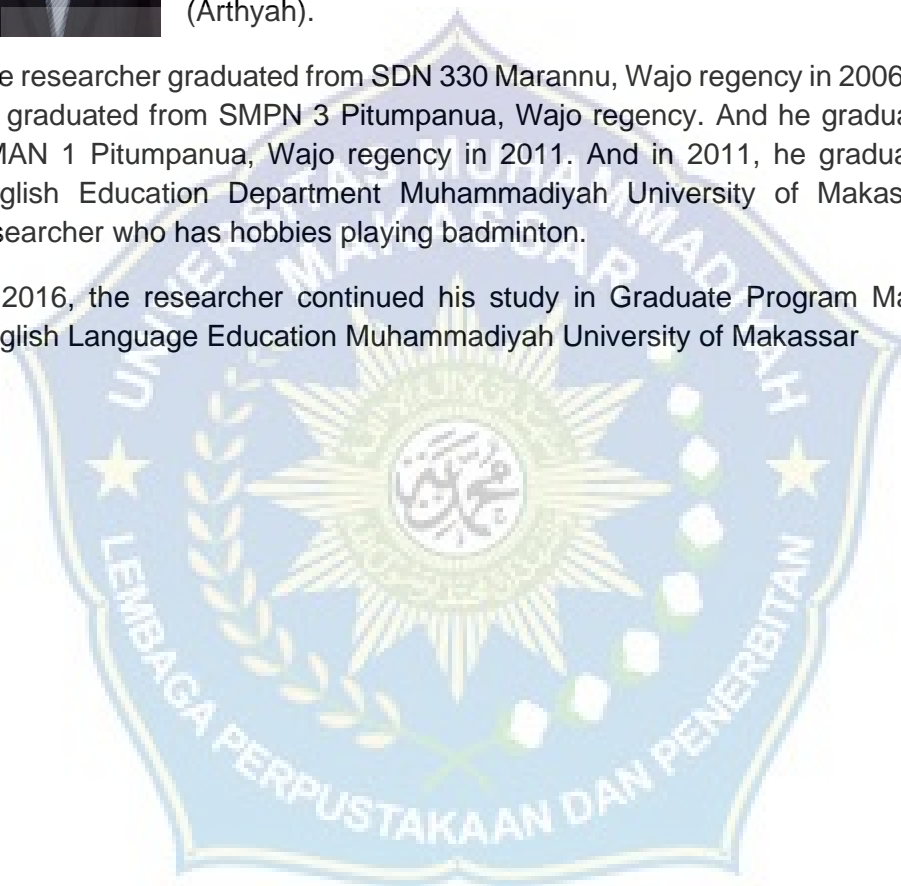
# APPENDIX

# Speaking Test

**A. Topic for Pre-test**

1. Parents should leave their gadget to watch their kid's growth

2. Full day school

3. Corrupter must receive the death sentence

**B. Topic for Post-test**

1. Cigarette company should be closed

2. Entering college is the only way to get bright future

3. Mathematics is the only subject to measure how smart a student is.
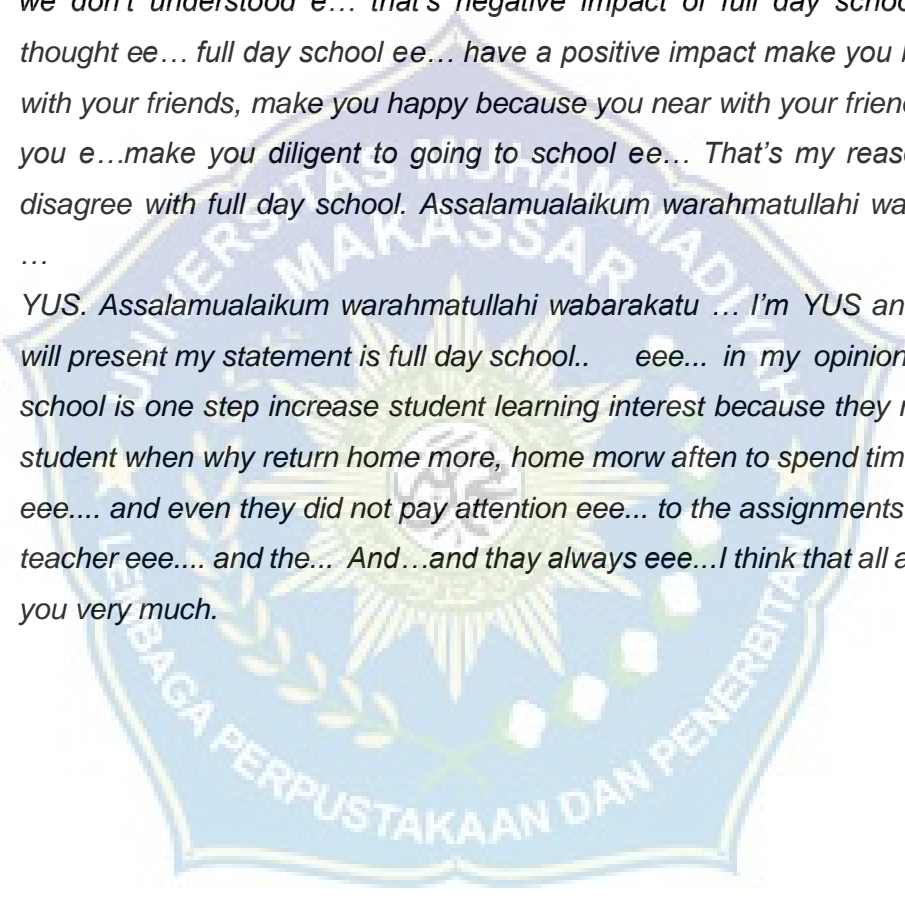
**Transcription**

**(Pretest)**

*Experimental Class (Pretest)*

1. *AAZ. Ee... Assalamualaikum warahmatullahi wabarakatu.... My name is AAZ, emmm... today I will present ee... full day school in my opinion ee…it can't burden student e…because they have to go school in the morning until evening ee…and then student also don't have time to rest ee…and then student doen mensiont…mention assignment from the school…from the school that must be done and then many parents complain…many parents complain ee…about ful day school ee…because ee…see they children exhausted hmm…*

2. *AM. Assalamualikum warahmatullahi wabarakatu. My name is AM and now I would like to explain my statements about full day school okey…I disagree with full day school, why? Cause I think full day school make studnts stress, I think studet need a rest to refresh the brain if the, if the full day school day making, making student spend time in the school and and and so they are make lack they lack time with family and socialize in the social environment. okay as a conclusion I think I disagree with full day school because eee we are humans not robot and not animals we need rest eee… I think that's all thaks you, thank you very much.*

3. *AE. Assalamualikum warahmatullahi wabarakatu….. ee... My name is AE, The topit...eeeee..... the topic that I choose is full day school. So eee… full day school is one of our government policy ee… I'm agree and disagree of this topic. e… because I have negative side and positive side .ee… so in negative .. in positive side think ee… student can ee.. learn more ee.. practice more and study hard for their … their future and I ever heard from the TV e… the government said e… about this e… this full day school, they said when the student comeback home ee… and.. and their parents not at their home because work until night or until afternoon, and negative side e… And the other reason is e… this full day scholl can make many student and many student e… frustration, stress because thiss pressure .eeee… I think thats unough that for attention. Wassalamualikum warahmatullahi wabarakatu …*

4. *BUK. Bismillahirahmanirrahim, Assalamualaikum warahmatullahi wabarakatu …My name is BUK I choose topic full day school. Why I choose full day school? Because I have experience with full day school. When I was eee… in grade three eee… in High School. My school do full day school e… Full day school have a positive impact and negative impact, but I'm disagree with full day school, because ee… full day school start from 07.30 o'clock until 04.00 o'clock and we are usually ee… ee… sleepy at 02.00 o'clock and the material we don't understood e… that's negative impact of full day school , even thought ee… full day school ee… have a positive impact make you be closer with your friends, make you happy because you near with your friends, make you e…make you diligent to going to school ee… That's my reason why I disagree with full day school. Assalamualaikum warahmatullahi wabarakatu …*

5. *YUS. Assalamualaikum warahmatullahi wabarakatu … I'm YUS and today I will present my statement is full day school.. eee... in my opinion full day school is one step increase student learning interest because they more ask student when why return home more, home morw aften to spend time playing eee.... and even they did not pay attention eee... to the assignments given by teacher eee.... and the... And…and thay always eee...I think that all and thank you very much.*

*Experimental Class (Posttest)*

1. *AAZ. Assalamualaikum warahmatullahi wabarakatu. My name is AAZ. Ok i will explain about only subject mathematic to measure be student smart. Student intelligent basically have a unique ee... interest and talent character intelligence and perfection there. Parents of students eee... complain of mathematics subjects as a measure of intelligence a student for example as a musician, magician, or dance. Many people know if someone is an expert in mathematics, someone will be an ee... eee.ee expert in all fields.although not all of it is just that according to some people mathematics is a difficult subject so many people are very impressed when someone is a mathematician. Ok i think thats enough. Thank you.*

2. *AM. Assalamualaikum warahmatullahi wabarakatu, good morning everybody okey my name is AM and now I would like to explain the material that I choose …. That I choose mathematics is only ….. is only one to know the knowledge studetns , okey for this statement I disagree cause I think there is no only one subject to know how how how…. To smart student everyone have the different skills and the different potential  so we can't … we can't judge someone of the one point of view maybe….. maybe they can in the mathematic subject but ….. they can't in other material ….. maybe just a little person have a high IQ ….. they can in the mathematic and they can in the other  ….. other subject but ….. each other hand people can't in the mathematic but they can in the other subject like socialize and public speaking it's important ….. important more important for increase our knowledge and our skill….. so I think mathematics subject not determine our success as a conclusion don't think hurt your self enjoy your life and upgrade your skill and thank you.*

3. *AE. Assalamualaikumwarahmatullahiwabarakatu. Thank you for the chance that given to me. My name is AE and the topic that I choose is " Entering college is the only way to get bright future " . so … many people specially our parent,our  grandma, grandpa think if we get college we can easy to get job. But I think this is not true because… e ….as We can see e…. there are many unemployment…. Unployment in around us. That's …. e  …. College is not the only way to get bright future, and I have a friend, my classmate, my classmate when I was Senior High School e…. he is not in college, but he is*

*e….. worker in one of company and now he can buy a motorcycle by himself. And plan to get  e…. to buy a house  for his family….. so …. E… but I don't …but I don't say college is not important for us, college will be not important if we don't have skill and work experience, that is my friend e… say to me e…. work experience and skill is most important than college but   e…. in college we can get more education more knowledge and knowledge or education is important for us specially for woman because woman one day will be mother and mother will    e…. share their education and their knowledge for their children and their children will be…. Smart kids and can be human re-sources ….. good human resources for our country. Thank you for attention, wassalamualaikumwarahmatullahiwabarakatu.*

4. *BUK. Assalamualikum warahmatullahi wabarakatu. My name is BUK. The topic that i choose is cigarette company should be closed. There are disagree and agree statement about cigarette company should be closed e...... if cigarette company closed e.... the workers e..... of cigarette company will stoped and don't have job again,but  i agree with cigarette company should be closed because e..... because we know not just people smoke can have negative effect but the people breathe smoke too e..... and e.... smoking not good for health and smoking can also can cause cancer,stroke and heart cancer. Not everything for the like the publish for the the appreance e.... not everyone is the resistance to the try e.... to try cigarette can be stopped just it ee.... but i hope the smokers can be stopped and those who try it don't try and i think thats enough ,thankyou and Wassalamualaikum warahmatullahi wabarakatu.*

5. *YUS. Assalamualaikum wr.wb. Now I should,I would present about my statement is cigarette company should be closed eee i ag.. i agree with the statement cigarette company should be closed eee...Talking.. talking about talking about eee this one thing is a very interesting thing, eee many are contra, but eee but those who consume eee are no less. Eee aa no less from a medical of view, eee of view this object does cause a lot of lesses. Eee....eeee i take a brief example from www.ash.org.uk. Thanks for your attention, Assalamualaikum warahmatullahi wabarakatu.*

**Control Class (Pretest)**

1. *AAR. ee.. My name is AAR but u can call me icha, ee.. now i am the 2nd semster. I choose topic about Corupt must recive a death sentence because ee.. i think they has stolen a lot of money from country, and as an results many project that had been decide but not implamented ee.. and the people must bear the consequent and the suffer.*

2. *HR. I will introduction myself my name is HR you can call me ...... And then i will explain about FDS. FDS is govertmen progres and then fds have two both is positive and negative. Positive is the kids dont west their long time for nothing and then for negative the kids do't have time off thank you.*

3. *FA. I will introduce myself my name is FA. eee... but my friend call me ..... And i will talk asignment and topic from eee...  for pre-test about Parents should leave their gadget to watch their kids growth. I think ee... children now need attention from their parents and the chldren need support from every day and children need full time with family i think thats all thank you.*

4. *NI. eee...My name is NI but my friends call me ..... first of all i would like to say thank you very much for the chance that has given to me. I will give statement about  FDS. ee... According to me FDS has posive and negative impact. The 1st is positive impact, for me FDS good, because student have many time in the school to learn ee... so that they dont have spend time in outdoor. And the 2nd is, ee... negative impact. The negative impact like a student dont consentrate in the class bcoz to tired all dayand the 2nd is the student have..dont have uhm.. much time to do assignment in their house and the 3rd is the student don't have ee..  much time for spend their time for their family. Thank you.*

5. *AST. First time i would like to introduce my name is AST, i am the second semester this is i am choice topic to coruptor must recive a death sentence. Why? because coruptor will think again to get money public and then he don't think to people not to have money i think thats all. thank you.*

***Control Class (Postest)***

1.  *AAR. My name is AAR, you can call me ..... eee... i will talk about cigarette company should be close i am agree because cigarette has so many negative impact and bed impactfor example like cigarette can kill  and cigarette contain so many dangerous subtance and more get various disease fot active smoker. I think enough. Thank you.*

2.  *HR. My name is HR, you can call me .... I will explain about Mathmatic is the only subject to measure how smartthe student is. In my opinion just intelect is not measure mathmatic ability or arenot  of the self ability. I think that all. Thank you.*

3.  *FA. My name is FA my friends call me ...., ee..for the first i would like to explain about the statement is Mathmatics is thenonly subject to measure how smart the student is. I am disagree about that becozwe know the student, eee.. all of the student  have a different passion.  For example the students  want to become public speaker is not only about calculate.  And then about the word . eee... the word is not only about the mathmatic, calculation, perhaps the word can be about technology  and society  and then the children  so in study not only about math and calculation it is about writing, reading and speaking. I think thats all. Thank you.*

4.  *NI. First of all, i would like to say thank you very much for the golden chance that given to me. My name is NI now i am still the 2nd semster. I wll give my opinion about cigarette company should be close. yes, i am agree becoz ee... in my opinion cigarette more has negative impact than positive impact. Among the cancer, eee.. heart attack and so on.  In this cigarette companies are one of the countries but, has more negative impact.  eee...There are still many others income not have to the people. Thank you.*

5.  *AST. My name is AST at the moment i am choose topic cigarette company should be close. ee... With the close of cigarette company there is a positive and negative. Positive impact is the financial..... ee... is eee... negative impact is there are many employ dismiss and then for healty is not good. I think thats all. Thank you.*

# Data Tabulation of Questionaire Result

1. **Positive Interdependence**

| Students | 1. All of the members of my group committed to the success of the group. | 2. I listen to everyone in my group before I make a decision | 3. The members of my group help explain things that I do not understand | 4. Members of my group felt more motivated, confident, and excellent in academic achievement | 5. I try to focus on solving problems rather than who is to blame |
|---|---|---|---|---|---|
| S1 | 4 | 5 | 4 | 4 | 4 |
| S2 | 4 | 4 | 4 | 4 | 4 |
| S3 | 5 | 4 | 4 | 4 | 4 |
| S4 | 4 | 5 | 3 | 3 | 4 |
| S5 | 4 | 5 | 5 | 4 | 5 |
| S6 | 4 | 4 | 4 | 4 | 4 |
| S7 | 5 | 5 | 4 | 4 | 4 |
| S8 | 4 | 5 | 5 | 4 | 5 |
| S9 | 4 | 4 | 5 | 5 | 4 |
| S10 | 3 | 4 | 4 | 4 | 4 |
| S11 | 3 | 5 | 4 | 3 | 4 |
| S12 | 4 | 5 | 4 | 4 | 4 |
| S13 | 4 | 5 | 5 | 4 | 4 |
| S14 | 5 | 5 | 4 | 4 | 5 |
| S15 | 4 | 5 | 5 | 4 | 4 |
| S16 | 4 | 5 | 4 | 2 | 4 |
| S17 | 4 | 5 | 4 | 5 | 5 |
| S18 | 4 | 5 | 4 | 4 | 4 |
| S19 | 5 | 5 | 4 | 5 | 4 |

## 2.   Individual Accountability

| Students | 1. Group work encourages me to participate more in class. | 2. The collaborative learning forced me to take on more responsibility for learning. | 3. The collaborative learning experiences in my class enhanced my learning. | 4. I tell the other members of my group when I think they are doing a good job | 5. I am more organized when I work in a group |
|---|---|---|---|---|---|
| S1 | 4 | 4 | 5 | 4 | 3 |
| S2 | 4 | 4 | 4 | 3 | 4 |
| S3 | 4 | 4 | 4 | 5 | 3 |
| S4 | 4 | 5 | 4 | 5 | 4 |
| S5 | 5 | 5 | 4 | 4 | 4 |
| S6 | 5 | 4 | 4 | 4 | 4 |
| S7 | 4 | 4 | 5 | 4 | 4 |
| S8 | 5 | 5 | 5 | 4 | 4 |
| S9 | 4 | 4 | 5 | 4 | 4 |
| S10 | 4 | 4 | 4 | 4 | 4 |
| S11 | 4 | 4 | 4 | 4 | 4 |
| S12 | 4 | 4 | 4 | 4 | 4 |
| S13 | 4 | 5 | 5 | 5 | 4 |
| S14 | 4 | 4 | 5 | 4 | 4 |
| S15 | 4 | 4 | 4 | 4 | 4 |
| S16 | 2 | 4 | 4 | 4 | 4 |
| S17 | 4 | 4 | 4 | 5 | 3 |
| S18 | 4 | 4 | 4 | 4 | 4 |
| S19 | 2 | 5 | 4 | 4 | 4 |

### 3. Face-to-Face Interaction

| Students | 1. Work in a group encourages me to be strongly motivated | 2. I do my fair share of work during a group project. | 3. I listen to what other people recommend and ask them questions | 4. I learn more information when I work with other students | 5. I try to give helpful suggestions to the members of my group |
|----------|-----|-----|-----|-----|-----|
| S1  | 4 | 5 | 4 | 5 | 4 |
| S2  | 4 | 4 | 3 | 4 | 3 |
| S3  | 4 | 4 | 4 | 5 | 4 |
| S4  | 3 | 4 | 3 | 5 | 3 |
| S5  | 4 | 4 | 5 | 5 | 4 |
| S6  | 4 | 4 | 4 | 4 | 4 |
| S7  | 4 | 4 | 5 | 4 | 4 |
| S8  | 5 | 4 | 5 | 5 | 5 |
| S9  | 4 | 4 | 5 | 4 | 4 |
| S10 | 4 | 4 | 4 | 4 | 4 |
| S11 | 4 | 4 | 4 | 4 | 4 |
| S12 | 4 | 4 | 4 | 4 | 4 |
| S13 | 5 | 5 | 4 | 5 | 4 |
| S14 | 5 | 4 | 4 | 4 | 4 |
| S15 | 4 | 5 | 5 | 5 | 4 |
| S16 | 2 | 4 | 4 | 4 | 4 |
| S17 | 4 | 5 | 4 | 4 | 4 |
| S18 | 5 | 4 | 4 | 4 | 5 |
| S19 | 4 | 5 | 4 | 5 | 4 |

## 4. Social skills

| Students | 1. Collaborative learning helps me to solve problems, plan and organize their work. | 2. I felt responsible for the success of each individual in the group. | 3. Working in groups improves my self-confidence | 4. Collaborative learning promotes friendship among students. | 5. Collaborative learning improves my attitude towards participation. |
|---|---|---|---|---|---|
| S1 | 4 | 4 | 4 | 4 | 4 |
| S2 | 3 | 4 | 4 | 4 | 4 |
| S3 | 4 | 5 | 4 | 4 | 4 |
| S4 | 3 | 5 | 3 | 3 | 4 |
| S5 | 5 | 5 | 5 | 4 | 4 |
| S6 | 4 | 4 | 4 | 4 | 4 |
| S7 | 4 | 4 | 5 | 4 | 4 |
| S8 | 5 | 5 | 4 | 3 | 5 |
| S9 | 4 | 4 | 5 | 4 | 4 |
| S10 | 4 | 4 | 4 | 4 | 4 |
| S11 | 4 | 4 | 3 | 5 | 5 |
| S12 | 4 | 4 | 4 | 4 | 4 |
| S13 | 4 | 4 | 5 | 5 | 4 |
| S14 | 5 | 4 | 4 | 4 | 4 |
| S15 | 4 | 3 | 3 | 4 | 4 |
| S16 | 4 | 4 | 2 | 4 | 4 |
| S17 | 4 | 4 | 4 | 4 | 4 |
| S18 | 5 | 5 | 4 | 5 | 4 |
| S19 | 5 | 2 | 4 | 4 | 4 |

## 5. Group Processing

| Students | 1. Collaborative learning has helped me to learn to work effectively in groups | 2. The group works toward agreement before an action is take. | 3. I enjoy the class when I work with other students. | 4. Collaborative learning enhances the learning of low-ability students. | 5. Working in groups improves my relationship with my classmates |
|---|---|---|---|---|---|
| S1 | 4 | 4 | 4 | 4 | 4 |
| S2 | 4 | 4 | 4 | 4 | 4 |
| S3 | 4 | 4 | 4 | 4 | 5 |
| S4 | 3 | 4 | 5 | 3 | 3 |
| S5 | 4 | 4 | 4 | 3 | 4 |
| S6 | 4 | 5 | 5 | 5 | 5 |
| S7 | 4 | 4 | 5 | 4 | 5 |
| S8 | 3 | 3 | 3 | 5 | 4 |
| S9 | 4 | 4 | 4 | 4 | 5 |
| S10 | 4 | 4 | 4 | 4 | 4 |
| S11 | 4 | 3 | 3 | 3 | 4 |
| S12 | 4 | 4 | 4 | 4 | 4 |
| S13 | 5 | 4 | 4 | 4 | 5 |
| S14 | 4 | 5 | 5 | 4 | 5 |
| S15 | 4 | 4 | 4 | 4 | 5 |
| S16 | 4 | 4 | 2 | 4 | 4 |
| S17 | 4 | 4 | 4 | 4 | 5 |
| S18 | 4 | 5 | 5 | 4 | 4 |
| S19 | 4 | 2 | 2 | 4 | 4 |

# The Scoring Classification for

# Control Class in Pre - Test

## Fluency

| Students | Score | Converted Score |
|----------|-------|-----------------|
| S1 | 2 | 33.33 |
| S2 | 3 | 50.00 |
| S3 | 2 | 33.33 |
| S4 | 3 | 50.00 |
| S5 | 3 | 50.00 |
| S6 | 4 | 66.67 |
| S7 | 2 | 33.33 |
| S8 | 4 | 66.67 |
| S9 | 4 | 66.67 |
| S10 | 4 | 66.67 |
| S11 | 4 | 66.67 |
| S12 | 3 | 50.00 |
| S13 | 2 | 33.33 |
| S14 | 3 | 50.00 |
| S15 | 3 | 50.00 |
| S16 | 2 | 33.33 |
| S17 | 2 | 33.33 |
| S18 | 2 | 33.33 |
| S19 | 3 | 50.00 |

# Accuracy

| Students | Score | Converted Score |
|----------|-------|-----------------|
| S1 | 2 | 33.33 |
| S2 | 3 | 50.00 |
| S3 | 2 | 33.33 |
| S4 | 3 | 50.00 |
| S5 | 3 | 50.00 |
| S6 | 3 | 50.00 |
| S7 | 2 | 33.33 |
| S8 | 4 | 66.67 |
| S9 | 4 | 66.67 |
| S10 | 4 | 66.67 |
| S11 | 4 | 66.67 |
| S12 | 2 | 33.33 |
| S13 | 2 | 33.33 |
| S14 | 2 | 33.33 |
| S15 | 2 | 33.33 |
| S16 | 4 | 66.67 |
| S17 | 3 | 50.00 |
| S18 | 2 | 33.33 |
| S19 | 4 | 66.67 |

# The Scoring Classification for

# Control Class in Post Test

## Fluency

| Students | Score | Converted Score |
|----------|-------|-----------------|
| S1 | 5 | 83.33 |
| S2 | 4 | 66.67 |
| S3 | 2 | 33.33 |
| S4 | 4 | 66.67 |
| S5 | 3 | 50.00 |
| S6 | 5 | 83.33 |
| S7 | 3 | 50.00 |
| S8 | 3 | 50.00 |
| S9 | 4 | 66.67 |
| S10 | 4 | 66.67 |
| S11 | 5 | 83.33 |
| S12 | 5 | 83.33 |
| S13 | 4 | 66.67 |
| S14 | 5 | 83.33 |
| S15 | 3 | 50.00 |
| S16 | 4 | 66.67 |
| S17 | 4 | 66.67 |
| S18 | 3 | 50.00 |
| S19 | 4 | 66.67 |

## Accuracy

| Students | Score | Converted Score |
|----------|-------|-----------------|
| S1 | 3 | 50.00 |
| S2 | 3 | 50.00 |
| S3 | 3 | 50.00 |
| S4 | 4 | 66.67 |
| S5 | 5 | 83.33 |
| S6 | 3 | 50.00 |
| S7 | 4 | 66.67 |
| S8 | 4 | 66.67 |
| S9 | 4 | 66.67 |
| S10 | 4 | 66.67 |
| S11 | 5 | 83.33 |
| S12 | 4 | 66.67 |
| S13 | 5 | 83.33 |
| S14 | 3 | 50.00 |
| S15 | 3 | 50.00 |
| S16 | 4 | 66.67 |
| S17 | 4 | 66.67 |
| S18 | 4 | 66.67 |
| S19 | 3 | 50.00 |

# The Scoring Classification for

# Experiment Class in Pre - Test

**Fluency**

| Students | Score | Converted Score |
|----------|-------|-----------------|
| S1 | 3 | 50.00 |
| S2 | 2 | 33.33 |
| S3 | 3 | 50.00 |
| S4 | 3 | 50.00 |
| S5 | 4 | 66.67 |
| S6 | 2 | 33.33 |
| S7 | 3 | 50.00 |
| S8 | 3 | 50.00 |
| S9 | 4 | 66.67 |
| S10 | 2 | 33.33 |
| S11 | 4 | 66.67 |
| S12 | 4 | 66.67 |
| S13 | 3 | 50.00 |
| S14 | 3 | 50.00 |
| S15 | 3 | 50.00 |
| S16 | 2 | 33.33 |
| S17 | 4 | 66.67 |
| S18 | 3 | 50.00 |
| S19 | 2 | 33.33 |

## Accuracy

| Students | Score | Converted Score |
|----------|-------|-----------------|
| S1 | 2 | 33.33 |
| S2 | 2 | 33.33 |
| S3 | 4 | 66.67 |
| S4 | 3 | 50.00 |
| S5 | 3 | 50.00 |
| S6 | 3 | 50.00 |
| S7 | 5 | 83.33 |
| S8 | 2 | 33.33 |
| S9 | 3 | 50.00 |
| S10 | 5 | 83.33 |
| S11 | 3 | 50.00 |
| S12 | 4 | 66.67 |
| S13 | 4 | 66.67 |
| S14 | 3 | 50.00 |
| S15 | 2 | 33.33 |
| S16 | 2 | 33.33 |
| S17 | 3 | 50.00 |
| S18 | 3 | 50.00 |
| S19 | 2 | 33.33 |

# The Scoring Classification for

# Experiment Class in Post Test

## Fluency

| Students | Score | Converted Score |
|----------|-------|-----------------|
| S1 | 5 | 83.33 |
| S2 | 6 | 100 |
| S3 | 5 | 83.33 |
| S4 | 5 | 83.33 |
| S5 | 5 | 83.33 |
| S6 | 5 | 83.33 |
| S7 | 5 | 83.33 |
| S8 | 4 | 66.67 |
| S9 | 3 | 50.00 |
| S10 | 5 | 83.33 |
| S11 | 2 | 33.33 |
| S12 | 5 | 83.33 |
| S13 | 5 | 83.33 |
| S14 | 2 | 33.33 |
| S15 | 5 | 83.33 |
| S16 | 4 | 66.67 |
| S17 | 5 | 83.33 |
| S18 | 4 | 66.67 |
| S19 | 5 | 83.33 |

## Accuracy

| Students | Score | Converted Score |
|----------|-------|-----------------|
| S1 | 3 | 50.00 |
| S2 | 5 | 83.33 |
| S3 | 4 | 66.67 |
| S4 | 5 | 83.33 |
| S5 | 5 | 83.33 |
| S6 | 5 | 83.33 |
| S7 | 3 | 50.00 |
| S8 | 4 | 66.67 |
| S9 | 5 | 83.33 |
| S10 | 6 | 100 |
| S11 | 4 | 66.67 |
| S12 | 5 | 83.33 |
| S13 | 6 | 100 |
| S14 | 4 | 66.67 |
| S15 | 5 | 83.33 |
| S16 | 2 | 33.33 |
| S17 | 5 | 83.33 |
| S18 | 5 | 83.33 |
| S19 | 4 | 66.67 |

**ANALISYS OF STUDENTS FEEDBACK**

# Frequencies

**Statistics**

|   |   | Positive inter dependence | Individual Accountability | Face to Face Interaction | Social skills | Group Processing |
|---|---|---|---|---|---|---|
| N | Valid | 19 | 19 | 19 | 19 | 19 |
|   | Missing | 0 | 0 | 0 | 0 | 0 |

# Frequency Table

**Positive inter dependence**

|   |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 19 | 4 | 21.1 | 21.1 | 21.1 |
|   | 20 | 2 | 10.5 | 10.5 | 31.6 |
|   | 21 | 4 | 21.1 | 21.1 | 52.6 |
|   | 22 | 4 | 21.1 | 21.1 | 73.7 |
|   | 23 | 5 | 26.3 | 26.3 | 100.0 |
|   | Total | 19 | 100.0 | 100.0 |   |

**Individual Accountability**

|   |   | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18 | 1 | 5.3 | 5.3 | 5.3 |
|   | 19 | 2 | 10.5 | 10.5 | 15.8 |
|   | 20 | 8 | 42.1 | 42.1 | 57.9 |
|   | 21 | 4 | 21.1 | 21.1 | 78.9 |
|   | 22 | 2 | 10.5 | 10.5 | 89.5 |
|   | 23 | 2 | 10.5 | 10.5 | 100.0 |
|   | Total | 19 | 100.0 | 100.0 |   |

**Face to Face Interaction**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18 | 3 | 15.8 | 15.8 | 15.8 |
| | 20 | 4 | 21.1 | 21.1 | 36.8 |
| | 21 | 5 | 26.3 | 26.3 | 63.2 |
| | 22 | 4 | 21.1 | 21.1 | 84.2 |
| | 23 | 2 | 10.5 | 10.5 | 94.7 |
| | 24 | 1 | 5.3 | 5.3 | 100.0 |
| | Total | 19 | 100.0 | 100.0 | |

**Social skills**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 18 | 3 | 15.8 | 15.8 | 15.8 |
| | 19 | 2 | 10.5 | 10.5 | 26.3 |
| | 20 | 5 | 26.3 | 26.3 | 52.6 |
| | 21 | 5 | 26.3 | 26.3 | 78.9 |
| | 22 | 2 | 10.5 | 10.5 | 89.5 |
| | 23 | 2 | 10.5 | 10.5 | 100.0 |
| | Total | 19 | 100.0 | 100.0 | |

**Group Processing**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 16 | 1 | 5.3 | 5.3 | 5.3 |
| | 17 | 1 | 5.3 | 5.3 | 10.5 |
| | 18 | 3 | 15.8 | 15.8 | 26.3 |
| | 19 | 1 | 5.3 | 5.3 | 31.6 |
| | 20 | 4 | 21.1 | 21.1 | 52.6 |
| | 21 | 4 | 21.1 | 21.1 | 73.7 |
| | 22 | 3 | 15.8 | 15.8 | 89.5 |
| | 23 | 1 | 5.3 | 5.3 | 94.7 |
| | 24 | 1 | 5.3 | 5.3 | 100.0 |
| | Total | 19 | 100.0 | 100.0 | |

**Nila Motivasi**

1. Bila semua responden menjawab dengan skala terendah (=1), maka total nilai

   adalah 5 x 1 = 5

2. Bila semua responden menjawab dengan skala tertinggi (=5), maka Total nilai

   adalah 5 x 5 = 25

   Range                = 25 – 5 = 20
   Jumlah kelas         = 5 kelas

   Dengan perhitungan interval sebagai berikut:

   Dari total komulatif akhir yang diperoleh, maka penelitian responden di kelompokkan sebagai berikut:

                        **5(5-1)/5:**

| Interval Score | Criteria | Frequency | Percentage |
|----------------|----------|-----------|------------|
| 22-25 | Very Good | | |
| 18-21 | Good | | |
| 14-17 | Enough | | |
| 10-13 | Poor | | |
| 5-9 | Very Poor | | |

## T-Test

| Group Statistics | | | | | |
|---|---|---|---|---|---|
| | Group | N | Mean | Std. Deviation | Std. Error Mean |
| Fluency | 1 | 19 | 81.577 | 9.4506 | 2.1681 |
| | 2 | 19 | 64.913 | 14.5871 | 3.3465 |

| Independent Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| Fluency | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | Upper |
| Equal variances assumed | 3.539 | .068 | 4.179 | 36 | .000 | 16.6647 | 3.9875 | 8.5778 | 24.7517 |
| Equal variances not assumed | | | 4.179 | 30.847 | .000 | 16.6647 | 3.9875 | 8.5306 | 24.7988 |

## T-Test

| Group Statistics | | | | | |
|---|---|---|---|---|---|
| | Group | N | Mean | Std. Deviation | Std. Error Mean |
| Accuracy | 1 | 19 | 79.824 | 10.5080 | 2.4107 |
| | 2 | 19 | 63.159 | 11.8876 | 2.7272 |

| Independent Samples Test | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Accuracy | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | |
| | F | Sig. | t | df | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference | |
| | | | | | | | | Lower | |
| Equal variances assumed | .460 | .502 | 4.578 | 36 | .000 | 16.6647 | 3.6399 | 9.2826 | 24.0469 |
| Equal variances not assumed | | | 4.578 | 35.466 | .000 | 16.6647 | 3.6399 | 9.2788 | 24.0507 |

## Descriptives

| Descriptive Statistics | | | | | |
|---|---|---|---|---|---|
| | N | Minimum | Maximum | Mean | Std. Deviation |
| Fluency pretest con | 19 | 33.3 | 66.7 | 48.245 | 13.4911 |
| fluency posttest con | 19 | 33.3 | 83.3 | 64.913 | 14.5871 |
| fluency pretest exp | 19 | 33.3 | 66.7 | 49.123 | 10.3564 |
| fluency posttest exp | 19 | 66.7 | 100.0 | 81.577 | 9.4506 |
| accuarcy pretest con | 19 | 33.3 | 66.7 | 48.245 | 14.5906 |
| accuracy posttest con | 19 | 50.0 | 83.3 | 63.159 | 11.8876 |
| accuracy pretest exp | 19 | 33.3 | 83.3 | 50.876 | 16.1730 |
| accuracy posttest exp | 19 | 66.7 | 100.0 | 79.824 | 10.5080 |
| Valid N (listwise) | 19 | | | | |

# Frequencies

| | | Fluency pretest con | fluency posttest con | fluency pretest exp | fluency posttest exp | accuarcy pretest con | accuracy posttest con | accuracy pretest exp | accuracy posttest exp |
|---|---|---|---|---|---|---|---|---|---|
| N | Valid | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |
| | Missing | 19 | 19 | 19 | 19 | 19 | 19 | 19 | 19 |

**Statistics**

## Frequency Table

**Fluency pretest con**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 33.3 | 7 | 18.4 | 36.8 | 36.8 |
| | 50.0 | 7 | 18.4 | 36.8 | 73.7 |
| | 66.7 | 5 | 13.2 | 26.3 | 100.0 |
| | Total | 19 | 50.0 | 100.0 | |
| Missing | System | 19 | 50.0 | | |
| Total | | 38 | 100.0 | | |

**fluency posttest con**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 33.3 | 1 | 2.6 | 5.3 | 5.3 |
| | 50.0 | 5 | 13.2 | 26.3 | 31.6 |
| | 66.7 | 8 | 21.1 | 42.1 | 73.7 |
| | 83.3 | 5 | 13.2 | 26.3 | 100.0 |
| | Total | 19 | 50.0 | 100.0 | |
| Missing | System | 19 | 50.0 | | |
| Total | | 38 | 100.0 | | |

**fluency pretest exp**

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 33.3 | 4 | 10.5 | 21.1 | 21.1 |

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| | 50.0 | 12 | 31.6 | 63.2 | 84.2 |
| | 66.7 | 3 | 7.9 | 15.8 | 100.0 |
| | Total | 19 | 50.0 | 100.0 | |
| Missing | System | 19 | 50.0 | | |
| Total | | 38 | 100.0 | | |

| fluency posttest exp | | | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 66.7 | 4 | 10.5 | 21.1 | 21.1 |
| | 83.3 | 13 | 34.2 | 68.4 | 89.5 |
| | 100.0 | 2 | 5.3 | 10.5 | 100.0 |
| | Total | 19 | 50.0 | 100.0 | |
| Missing | System | 19 | 50.0 | | |
| Total | | 38 | 100.0 | | |

| accuracy pretest con | | | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 33.3 | 8 | 21.1 | 42.1 | 42.1 |
| | 50.0 | 5 | 13.2 | 26.3 | 68.4 |
| | 66.7 | 6 | 15.8 | 31.6 | 100.0 |
| | Total | 19 | 50.0 | 100.0 | |
| Missing | System | 19 | 50.0 | | |
| Total | | 38 | 100.0 | | |

| accuracy posttest con | | | | | |
|---|---|---|---|---|---|
| | | Frequency | Percent | Valid Percent | Cumulative Percent |
| Valid | 50.0 | 7 | 18.4 | 36.8 | 36.8 |
| | 66.7 | 9 | 23.7 | 47.4 | 84.2 |
| | 83.3 | 3 | 7.9 | 15.8 | 100.0 |

| | | | | | |
|---|---|---|---|---|---|
| | Total | 19 | 50.0 | 100.0 | |
| Missing | System | 19 | 50.0 | | |
| Total | | 38 | 100.0 | | |

### accuracy pretest exp

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 33.3 | 6 | 15.8 | 31.6 | 31.6 |
| | 50.0 | 8 | 21.1 | 42.1 | 73.7 |
| | 66.7 | 3 | 7.9 | 15.8 | 89.5 |
| | 83.3 | 2 | 5.3 | 10.5 | 100.0 |
| | Total | 19 | 50.0 | 100.0 | |
| Missing | System | 19 | 50.0 | | |
| Total | | 38 | 100.0 | | |

### accuracy posttest exp

| | | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Valid | 66.7 | 6 | 15.8 | 31.6 | 31.6 |
| | 83.3 | 11 | 28.9 | 57.9 | 89.5 |
| | 100.0 | 2 | 5.3 | 10.5 | 100.0 |
| | Total | 19 | 50.0 | 100.0 | |
| Missing | System | 19 | 50.0 | | |
| Total | | 38 | 100.0 | | |

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