

The Implementation of Collaborative Strategy in Teaching Students' Speaking Skill

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ABSTRACT

Effective communication relies heavily on one's speaking ability, which is crucial not only in one's native language but also foreign languages, especially challenging during the secondary school years. This study aimed to improve students' speaking comprehension through a collaborative learning approach. Using qualitative research methods, data were collected through questionnaires from eleventh grade students of SMAN 2 Muara Bungo in the 2023/2024 academic year. The sample consisted of one class, namely class XI IPA, which consisted of 36 students from a total population of 90 students. The findings demonstrate the efficacy of collaborative strategies in improving speaking comprehension, fostering students' confidence in articulating ideas during the learning process. Collaborative learning facilitates the production of more argument components, leading to a higher level of discourse. In addition, it enhances students' cognitive ability to remember, understand, apply and analyze information. Therefore, collaborative learning emerges as a promising classroom strategy to improve students' speaking comprehension. However, various challenges and variables affect students' success in utilizing collaborative strategies for English language learning.

Keywords: collaborative strategy; students' speaking skill

INTRODUCTION

Language serves as a vital conduit for communication among individuals, facilitating the transmission of ideas and messages from speaker to listener. Effective communication depends on both the sender's and receiver's understanding of the information being conveyed. Without language, human interaction and learning would be severely hampered, making daily activities less efficient. Although each country has its own unique language, English is the most widely spoken language globally. Its prevalence facilitates the borderless exchange of knowledge (Mulyanti & Waris, 2021).

English language proficiency is indispensable in an interconnected world and contemporary society. Effective communication is essential to meet one's needs and navigate daily life, both through the written and spoken word. English, as the language of science and technology, empowers individuals to broaden their horizons and overcome certain challenges. Incorporating practicum teaching into teacher education programs allows future educators to apply their knowledge in authentic classroom settings, as advocated by Miranda and Wahyudin (2023).

In the world of English education, speaking often does not get the attention it deserves. Speaking is not just about pronouncing words, but also about the art of conveying thoughts. Many students are afraid of expressing themselves due to

confidence issues, so it takes a lot of practice to improve their speaking skills. Mastering speaking requires focused repetition and engagement in various activities such as listening, reading, and comprehension to understand vocabulary and grammar effectively. Speaking, as the act of articulating sounds, is an essential skill that enhances understanding and communication. Despite its importance, speaking skills often lack a place in the educational curriculum, requiring sustained effort from both students and educators. Fluency precedes accuracy, underscoring the importance of clear comprehension before perfect speech can be achieved (Kiruthiga & Christopher, 2022).

Speaking is seen as a very important language skill that needs to be learned. People are often referred to as speakers, such as native speakers or speakers of other languages. Beyond the physical act of using the mouth and breath to produce sounds, speaking involves mental processes. It is obvious that speaking depends on previous mental processes, which indicates that speaking is an internal thinking process. Thus, the quality of a person's speaking is not only determined by their physical maturity, but also by the maturity of their mind (Sangaji, 2019).

According to Mukhtorova & Akhmadjonova (2023), speaking has great significance as a means of communication and is very important to develop and improve. Among language learners, mastering speaking is often considered a challenging task. Many struggle to express their thoughts effectively in a new language. Alongside reading, writing and listening, speaking plays an important role in conveying ideas in daily interactions. This underscores the importance of speaking skills in expressing oneself and engaging in communication. Vellayan et al (2021). Further highlight how speaking facilitates interaction, expression of thoughts, and sharing of emotions and observations.

Students not only need to understand language information but also apply it effectively to speak a foreign language. Linguistic knowledge, which includes phonology, grammar, lexical, and discourse aspects, involves understanding structure, meaning, and application. To improve their speaking ability, students should engage in diverse communication exercises such as turn-taking, information exchange, role-playing, storytelling, and drama, which require them to use their language knowledge and skills effectively (Safitri et al, 2020).

If students struggle to answer questions, they may feel embarrassed, leading to demotivation and passive learning, which is undesirable in the classroom. It is important to prevent students from becoming disengaged, as this can hinder learning and the acquisition of new information. Collaborative strategies can be used to improve students' argumentation skills and create a less stressful learning environment, as suggested by Shinta & Filia (2020).

An educational approach that assumes the learning process is encouraged through group activity in students' work to achieve their mutual academic goals is referred to as a collaborative strategy. In a variety of contexts involving English language teaching, educators have adopted this strategy to facilitate active learning and second language acquisition. The term "collaborative learning strategies" refers

to situations in which students work together to solve problems or complete tasks in order to foster a supportive and cooperative learning environment. Approaches to collaborative learning encourage students to participate actively in their education by developing critical thinking, problem-solving, and communication skills through interactive cooperation among them (Salamanti et al, 2023).

Mastering speaking skills is very important, but despite the long process of learning English, students often experience difficulties, especially in terms of speaking skills. In this research, the author chose to make observations at SMAN 2 Muara Bungo, because based on observations that eleventh grade students still lack speaking skills. According to feedback from students, speaking is the biggest challenge as it requires comprehensive comprehension skills. This study aims to investigate the efficacy of collaborative strategies in improving English speaking comprehension among students. By providing empirical evidence, this study seeks to facilitate the integration of these strategies into diverse educational settings, thereby addressing the persistent problem of the speaking proficiency gap.

LITERATURE REVIEW

Collaborative Strategy

Students are motivated to discuss and share information when they interact with peers. The students' active collaborative strategy is significantly correlated with peer interaction. Students are motivated to read, write, listen, and discuss their work together through collaborative strategy. Students who actively collaborate in the learning process pay more attention and are more committed. Students' active learning performance rises as a direct result of the interaction, use of social media, and social presence that are all facilitated by successful active collaborative strategy. There is evidence in higher education that supports collaborative strategy as a method that encourages student participation and engagement. Impact on students' ability to persevere, think critically, interact with others, and solve problems (Qureshi et al, 2023).

Collaborative strategies in educational settings serve as classroom practices that aim to improve students' argumentation skills. The main objective is to foster critical thinking skills among students as they engage in collaborative learning activities. A study conducted by Shinta and Filia (2020) integrated this approach by including video segments from a presidential debate. The aim was to show students how arguments can be effectively constructed, using relevant viewpoints and factual evidence as support. By observing and analyzing these debates, students were encouraged to refine their own argumentation techniques and develop a deeper understanding of persuasive discourse.

A comparative study was conducted to explore the impact of using collaborative strategies of request speech acts in collaborative groups and individual task groups. The study involved two different treatment conditions where the participants were involved in scripting a dialog derived from a provided scenario. Immediate metaphoric information was provided to all participants prior to the task.

Throughout the task, students were asked to articulate their thoughts verbally. Notably, the collaborative group outperformed the individual task group on the subsequent post-test administered after the treatment session. Moreover, analysis of the interaction and think-aloud protocols revealed that members of the collaborative group exhibited a higher frequency of producing Positive Politeness Request (PRE) expressions. However, despite the collaborative group's initial advantage, their performance converged with that of the individual task group one month after the treatment, suggesting that the pragmatic benefits gained were only temporary (Ajabshir & Panahifar, 2020).

Speaking Skill

Mastering the art of verbal communication is a globally important skill that serves as a conduit to convey important information. Due to the interactions that are involved between countries, proficiency in English becomes very important, especially for those who are already familiar with the language. Educators play a vital role in equipping students with the necessary speaking skills to enhance their linguistic proficiency for future endeavors. Collaborative exchanges among peers facilitate the development of expressive abilities, fostering a nuanced understanding of the language. In today's era of globalization, proficiency in spoken English becomes the cornerstone for establishing relationships with individuals from diverse cultural backgrounds. In addition, language serves as a tool for self-expression, allowing individuals to articulate their thoughts and emotions in response to verbal stimuli. English has become very important in many areas of life, including trade, education and tourism, hence the reason why it is included in the school curriculum as a foreign language. Indonesia's recognition of English as a primary foreign language underscores the importance of English as a catalyst for academic progress (Crisianita & Mandasari, 2022).

Teaching speaking skills is very important because it requires students to actively produce language, which is often referred to as active skills. These skills, which are comparable to reading comprehension and listening, are essential for effective communication in today's society. However, modern teaching methods emphasize more than just speaking fluency; they focus on improving students' overall communication skills. This includes expressing themselves effectively and navigating social and cultural norms in various communication settings.

In the past, teachers used tape recorders to introduce students to technology, which later evolved into communication labs. From the 1960s to the 1970s, the integration of technology in language teaching facilitated more effective communication teaching methods for second language learners. Researchers such as Rustamova & Navruzjonovna (2023) have highlighted the importance of technology in improving language learning outcomes, especially in fostering effective communication skills. The most important skill in learning a foreign or second language is speaking. Speaking is regarded as the most essential of the four essential language skills for learning a foreign or second language. Speaking is

regarded as the most crucial of the four English language skills. Speaking skills are also useful for learners when they need to settle down well in their professions, even if they have been learning the language for a long time. In today's world, it is common practice to demonstrate candidates' abilities during job interviews, upon which many selections are based. on the interview's execution. In debates and group discussions, where candidates' performance or oral communication skills are primarily measured, job applicants must participate and demonstrate themselves (Rao, 2019).

According to Damayanti & Listyani (2020), students who have difficulty to speak in the target language often feel uncomfortable speaking in front of others. This discomfort comes from a lack of understanding of the language, which leads to unconfidence in speaking and limited proficiency. Speaking and listening skills are highly valued in English education as they involve reflection and discourse directly. Speaking is an important aspect of language learning, which is influenced by factors such as topic knowledge, motivation, feedback from the teacher, confidence, performance pressure, and preparation time (Bohari, 2019). The ability to decode spoken language and encode messages for speaking is an important component of speaking skills. Fluency, which is determined by factors such as linguistic repertoire and pause frequency, is essential in communication. Teaching oral production involves conceptualization (utilizing background knowledge) and verbalization (choosing appropriate lexical and grammatical structures) (Terzioğlu & Kurt, 2022).

In contemporary classrooms, English teachers use a variety of methods to teach speaking skills. They mainly emphasize collaborative strategies, as these are more aligned with improving students' communication skills through real-life situations. Teachers encourage collaborative learning by engaging students in various task-oriented activities. Given the importance of communication skills in modern society, educators bear a greater responsibility to impart such skills to students. Proficiency in oral communication is indispensable in both personal interactions and professional contexts (Sayyora, 2024). In essence, modern English teachers prioritize a collaborative approach to the teaching of speaking skills, recognizing its relevance to real-world communication. By engaging students in task-based activities, they aim to improve students' ability to communicate effectively. This underscores the increasing role of teachers in preparing students for the communication demands of contemporary society, where speaking proficiency is essential in both personal and professional spheres.

RESEARCH METHODS

The sample

The research conducted focused on students of class XI of SMAN 2 Muara Bungo in the academic year 2023/2024. The total population studied consisted of 90 students. However, for the purpose of the study, one class was selected as the sample group. Specifically, the selected class was class XI IPA (Natural Science), consisting of 36 students, which served as the experimental group for this study.

Questionnaire

This poll consisted of 10 questions related to giving feedback. Basically, this poll elicited members' mentality in giving criticism with yes or no answers.

The procedure

The initial stage aims to prepare and organize the data for analysis, followed by immersion to engage deeply with the information. Next, coding was used to categorize the data based on its significance, mainly through value coding. This step involved quantifying students' perceptions across different aspects. Next, categorization and themes were used to determine the proportion of expressions in each aspect by calculating their relative frequency. Descriptive information was then used to organize the results into specific aspects. Finally, interpretation is done to summarize the post-analysis findings, presenting students' perceptions as conclusions.

After information were gathered, the writer was subsequently dissected into subjective examination to make sense of the consequence of perception and test with enlightening investigation. The following is the percentage of student feedback to this research, among others, as follows.

Table 1 The Percentage of Student Feedback

(Source: Data processed by Researcher, 2024)

| Question | Percentage |
|--|-------------------|
| I feel nervous when I have to speak in English in front of class | 73% |
| Collaborative strategy makes me more proficient in speaking | 57% |
| I am confidence to speak English | 63% |
| I just want to speak when I think my English is correct | 83% |
| Collaborative strategy make me have fluent English ability | 100% |
| Collaborative strategies can make me more confident | 100% |
| Collaborative strategy makes me more active in class | 100% |
| Collaborative strategy make me know various accent in English | 92% |
| Collaborative strategy can increase my vocabulary collections | 90% |
| I feel happy every time I take English lessons | 75% |

RESULTS AND DISCUSSION

The criticism of the survey on giving companion criticism was utilized as the information in analyzing this inquiry. The consequences of these information are introduced in the table 2.

Table 2 Student's Feedback

(Source: Data processed by Researcher, 2024)

| Question | Yes | No |
|--|-----|----|
| I feel nervous when I have to speak in English in front of class | 26 | 10 |
| Collaborative strategy makes me more proficient in speaking | 21 | 15 |
| I am confidence to speak English | 23 | 13 |
| I just want to speak when I think my English is correct | 30 | 6 |
| Collaborative strategy make me have fluent English ability | 36 | 0 |
| Collaborative strategies can make me more confident | 36 | 0 |
| Collaborative strategy makes me more active in class | 36 | 0 |
| Collaborative strategy make me know various accent in English | 33 | 3 |
| Collaborative strategy can increase my vocabulary collections | 32 | 4 |
| I feel happy every time I take English lessons | 27 | 9 |

Table 2 reports that practically all members concurred that collaborative strategy satisfies them in learning English since it gives much better execution to increase students' speaking skill. The information in Table 4.1 additionally demonstrates the way that the utilization of collaborative strategy can teach students back from feeling exhausted. Collaborative strategy gives activities and developments that make students' intrigued. Collaborative strategy provides a significant treatment boost to speech learning.

Throughout the course of each cycle, students' speaking abilities are improved through classroom activity. As the students work through the speaking activities one at a time, from practicing basic dialog to putting on a mini-drama, it seems as though their confidence is growing. From the table 4.1 indicates that almost all of students have fluent English ability, more confident and more active in class after implementation collaborative strategy.

The collaborative strategy makes it abundantly clear that teaching a language involves much more than just passing on language knowledge; consequently, it probably serves to facilitate other potential gains. This could include important cognitive development skills that emphasize social interaction, as well as designing sessions that are more engaging and encourage students to better understand their information. In addition, incorporating a sense of diversity into every lesson would help create a more culturally sensitive environment, which would benefit all students, regardless of their background or mother tongue.

In this world of global competition, students need to have strong speaking skills in order to survive. As a result, English teachers must employ a variety of methods in their classrooms by selecting interesting, easy-to-understand content.

However, there were some constraints in this research. There were some limitations in the methods used to collect data during this research process. First is

the time constraint, and also, during the data collection there were some students who were absent so the number of participants and questionnaires received were affected by this constraint. Secondly, there were open and closed questionnaires. Some participants ignored the request to complete the open-ended questionnaire.

CONCLUSIONS AND RECOMMENDATIONS

The conclusion that can be drawn from the above discussion is that the collaborative strategy used to teach speaking was quite successful and effective. As a result, the students' speaking skill improved after they were taught using a collaborative strategy compared to their speaking comprehension prior to that time. In other words, during the seventh semester of the eleventh grade of SMAN 2 Muara Bungo, the utilization of a collaborative teaching strategy had a significant impact on the students' speaking abilities.

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In addition, it would be wonderful if this research were extended in the future. The researchers suggest that additional researchers investigate speaking comprehension classes for additional data and discover better management strategies for overcoming students' lack of speaking confidence in speaking classes. Because there are still a lot of interesting issues to discuss, the author anticipates that additional research could be conducted on this subject.

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EduInovasi: Journal of Basic Educational Studies

Vol 4 No 2 (2024) 929–938 P-ISSN 2774-5058 E-ISSN 2775-7269

DOI: 47467/eduinovasi.v4i2.2415

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