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Speaking English Speaking Skills Through Collaborative Learning: Literature Review

Cinta Yulistra Tindaon^{1✉}, Selviana Napitupulu²

Universitas HKBP Nommensen

Email: yulistracinta@gmail.com^{1✉}

Abstrak

Studi ini menyelidiki evolusi keterampilan berbahasa Inggris melalui penggunaan pembelajaran kolaboratif. Pendekatan ini mendorong kolaborasi di antara siswa melalui latihan berbasis komunikasi seperti bermain peran, diskusi kelompok, dan presentasi. Menurut pustaka, kepercayaan diri, kelancaran, dan keberanian siswa dalam berbicara bahasa Inggris semuanya meningkat secara efektif melalui pembelajaran kolaboratif. Selain itu, metode ini menumbuhkan lingkungan belajar yang dinamis, menarik, dan relevan dengan kehidupan. Oleh karena itu, pembelajaran kolaboratif dapat menawarkan cara untuk mengatasi tantangan dalam pengajaran keterampilan berbahasa Inggris.

Kata Kunci: *Speaking, English, Speaking Skill, Collaborative Learning*

Abstract

This study investigates the evolution of English language skills through the use of collaborative learning. This approach encourages collaboration among students through communication-based exercises such as role-playing, group discussions, and presentations. According to the literature, students' confidence, fluency, and courage in speaking English are all effectively improved through collaborative learning. In addition, this method fosters a dynamic, engaging, and life-relevant learning environment. Therefore, collaborative learning can offer a way to overcome the challenges in teaching English language skills.

Keywords: *Speaking, English, Speaking Skills, Collaborative Learning*

INTRODUCTION

Good English speaking skills are essential in an increasingly connected world, yet many students struggle to master them. One approach that can help address this is collaborative learning, which emphasizes collaboration between students through communication activities such as role-playing, group discussions, and presentations. This approach not only improves students' fluency and confidence, but also creates a more interactive and real-life learning environment.

Slavin (1995) argues that collaborative learning encourages students' active involvement in learning and allows them to support each other in understanding the material. In line with Vygotsky's (1978) view, which states that effective learning occurs in a social context, interaction between individuals accelerates the process of understanding and mastering skills. Communication-based learning in collaborative learning has also been shown to increase students' courage to speak English, as expressed by Brown (2007), who stated that communication in authentic situations can motivate students to participate more actively.

In addition, this learning does not only focus on the technical aspects of language, but also on the social and practical context of communication, making it more relevant and meaningful to students. Richards & Rodgers (2001) stated that language learning that involves social and cultural contexts will help students develop more effective communication skills. Thus, collaborative learning has the potential to improve English speaking skills effectively, by creating a supportive environment and providing opportunities for students to practice speaking in more natural and authentic situations. Therefore, this approach can be the right solution to.

Research Problem

The problem discussed in this study is the difficulties faced by students in developing effective English speaking skills. Many students face obstacles in improving their fluency, confidence, and courage when speaking English. Although various teaching methods have been used, this problem still often arises. Therefore, this study examines the use of collaborative learning as an approach to improve students' speaking skills, with the aim of creating a more interactive, supportive, and relevant learning environment. overcome obstacles in teaching English speaking skills.

Research Objective

The purpose of this study was to investigate the impact of collaborative learning on improving students' English speaking skills. This study aims to understand how a collaborative approach, through activities such as group discussions, role-plays, and presentations, can improve students' fluency, confidence, and courage in speaking. In addition, this study also aims to evaluate the extent to which collaborative learning can create an interactive, supportive, and life-relevant learning atmosphere, in order to overcome difficulties in teaching English speaking skills.

Research Object

This study focuses on students who are taking English learning at the secondary school level or equivalent, with the main focus on speaking skills. This study explores the application of collaborative learning, which encourages interaction and cooperation between students to improve their communication skills. Students who are involved in communication-based activities such as group discussions, role-playing, and presentations are selected to be analyzed regarding the development of their speaking skills, which include fluency, confidence, and courage in speaking English. This study also aims to assess the extent to which collaborative learning can improve speaking skills in a more real and applicable context.

Data Collection

Various methods were used to collect complete data in this study. Here are some of the data collection methods used, along with references from several experts:

1. Observation

Observation was conducted to assess the involvement and development of students' speaking skills during collaborative learning activities. The researcher observed students' activities in group discussions, role-playing, and presentations, as well as how they interacted and spoke in groups. Through observation, the researcher can see how collaborative learning affects students' confidence and fluency. Slavin (1995) argues that observation is an effective method for understanding the learning process in a social context, because it can show changes in students' social and communication skills.

Observation Data

Students who participated in group discussions were more active in expressing opinions and asking questions, showing increased confidence in speaking. In role-play

sessions, students were more confident in speaking English in more authentic and real situations. The results of the observation show that collaborative learning encourages students' active participation in speaking.

2. Interviews

Interviews with students and teachers were conducted to dig deeper into their experiences with collaborative learning. The interviews aimed to find out students' views on improving their speaking skills and to evaluate the changes felt after following this method. Teachers were also interviewed to provide their views on the development of students' speaking skills. Brown (2007) explains that interviews can provide deeper insight into students' experiences in the learning process, as well as identify problems faced.

Interview Data:

Many students reported that they felt more confident speaking in front of the class after participating in collaborative learning activities. Teachers noted that students who were previously passive and hesitant in speaking showed progress in participation and fluency after following this approach.

3. Speaking Skills Test:

A speaking skills test was conducted before and after collaborative learning to measure changes in students' speaking skills. This test measures students' fluency, pronunciation, and vocabulary use in a more spontaneous context. The speaking test was conducted individually, by asking students to speak on a specific topic or participate in a conversation with a classmate. Richards & Rodgers (2001) stated that speaking skills tests are effective tools for objectively measuring the development of speaking skills in language learning.

Speaking Skills Test Data:

The test results showed a significant increase in students' speaking fluency, where many students who previously stuttered now spoke more fluently and confidently. In addition, vocabulary mastery and more appropriate use of grammar were also seen to increase.

4. Questionnaire

A questionnaire was given to students to collect data on their experiences in collaborative learning and their perceptions of their improvement in speaking skills. This

questionnaire contained questions about students' comfort in speaking English after participating in collaborative activities and the extent to which they felt these activities helped them improve their speaking skills. Vygotsky (1978) argued that questionnaires are a good way to assess students' perceptions of their learning in a social context.

Questionnaire Data:

Most students reported that they felt more confident speaking English after engaging in collaborative learning. The questionnaire showed that students felt more motivated to speak English outside of class after participating in this method.

5. Reflection Journal

Some students were asked to write a reflection journal about their experiences during the learning process

RESEARCH METHOD

This study used a mixed methods approach to assess the effect of collaborative learning on improving students' English speaking skills. This method combines qualitative and quantitative data collection techniques to provide a more comprehensive analysis of the impact of collaborative learning on students' language skills. The following is an explanation of the methods used in this study:

Research Design

This study used a quasi-experimental design, where students were divided into two groups: an experimental group that participated in collaborative learning activities and a control group that underwent conventional learning. This design allowed for comparison of changes in speaking skills between the two groups, with the main focus on the effect of collaborative learning on students' confidence, fluency, and speaking ability.

- Experimental Group: Engaged in collaborative learning activities such as role-playing, group discussions, and presentations in English.
- Control Group: Underwent traditional learning without focusing on collaborative activities.

This design supports Slavin's (1995) research on cooperative learning which emphasizes the importance of group work in improving language skills, especially speaking.

Participants

The participants in this study were students from secondary schools who were studying English as a foreign language. A total of 60 students (30 from the experimental group and 30 from the control group) were selected based on their similar English proficiency levels at the beginning of the study. All participants were volunteers who agreed to participate in the study.

- Sample Size: 60 students
- Age: 14-17 years
- Language Ability: Intermediate level (CEFR B1)

Data Collection Methods

Several data collection methods were used to gain a better understanding of the impact of collaborative learning on students' speaking skills. The tools used included:

a) Pre-test and Post-test (Speaking Skills Assessment)

Speaking skills assessment was conducted at the beginning and end of the study. This test included tasks such as descriptive speaking, role-playing, and dialogues in which students were measured on their speaking skills, including fluency, pronunciation, and vocabulary usage. The pre-test provided an initial overview of students' speaking skills, while the post-test was used to measure progress after participating in the collaborative learning activity.

b) Observation

Observations were conducted during the collaborative learning activity to assess the level of student engagement, participation, and interaction in the group activity. Checklists were used to record students' verbal interactions, cooperation, and courage in speaking English.

c) Interviews

Semi-structured interviews were conducted with students and teachers to gain insight into their experiences with collaborative learning. These interviews explored the impact of collaborative activities on students' speaking confidence, fluency, and motivation to use English.

d) Questionnaire

A questionnaire was distributed to students at the end of the study to gather feedback on their experiences with the collaborative learning approach. The questionnaire

contained open-ended questions and a Likert scale that allowed students to provide their opinions on the effectiveness of the activities in improving their speaking skills.

Data Analysis

Data obtained from the pre-test and post-test were analyzed quantitatively using paired t-tests to determine whether there were significant differences in speaking skills between the experimental and control groups. This analysis allowed for an assessment of the effectiveness of collaborative learning. Qualitative data from interviews, questionnaires, and observations were analyzed using thematic analysis. This process identified common themes such as increased confidence, engagement, and fluency in speaking English.

Procedure

The study was conducted over a period of 10 weeks. The experimental group participated in a 90-minute collaborative learning activity every week, while the control group underwent the regular English curriculum. The procedure steps were as follows:

- 1) Week 1: Pre-test of speaking skills and initial data collection.
- 2) Weeks 2-9: Collaborative learning activities for the experimental group, including role-play, group discussions, and presentations.
- 3) Week 10: Post-test of speaking skills, followed by interviews and questionnaires.

Ethical Considerations

Ethical approval was obtained from the school administration, and all participants and their guardians gave their informed consent to participate. Participants were informed that they could withdraw at any time, and their privacy was maintained throughout the research process.

RESULT AND DISCUSSION

This study aims to evaluate the effect of collaborative learning on students' speaking skills in English. Based on the results of the pre-test and post-test, observation, interviews, and questionnaires, collaborative learning has been proven to significantly improve students' speaking skills compared to traditional learning methods.

1. Pre-test and Post-test Results

Data from the pre-test and post-test showed a significant increase in students' speaking skills in the experimental group that followed collaborative learning. The average pre-test score for the experimental group was 58.7, while in the post-test, the average score

increased to 76.3. In contrast, the control group that followed traditional learning only experienced a slight increase, with an average pre-test score of 59.2 and a post-test of 62.1.

These results indicate that the experimental group that used collaborative learning experienced an increase in speaking skills, especially in fluency, pronunciation, and more appropriate use of vocabulary. The paired t-test conducted on both groups showed a significant difference between the experimental group and the control group in the post-test.

Table 1: Comparison of Pre-test and Post-test Results

| | | | |
|--------------------|------|------|-------|
| Experimental Group | 58.7 | 76.3 | 0.001 |
| Control Group | 59.2 | 62.1 | 0.20 |

The table above shows that a significant increase occurred in the experimental group, while the control group did not experience a significant increase.

2. Observation Results

Observations made during collaborative learning activities support the results found. Students in the experimental group were more active in participating in group discussions, presentations, and role-playing. They were more confident when speaking and more open in interacting using English. On the other hand, students in the control group appeared more passive and less enthusiastic in speaking in class. This shows that collaborative learning can increase student engagement in speaking English.

3. Interview and Questionnaire Results

From the interviews and questionnaires conducted at the end of the study, most students in the experimental group reported feeling more confident in speaking English after participating in collaborative learning. They felt that activities such as role-playing and group discussions gave them more opportunities to practice speaking in more natural situations.

One student said, "Now I am more confident in speaking English. Role-playing helps me speak more easily with my friends." The teacher also reported that students in the experimental group showed improvement in their speaking skills and were more active in using English during class.

In addition, most students felt that collaborative learning made them feel more comfortable speaking without worrying about making mistakes. The questionnaire also

showed that students' confidence and motivation increased after participating in collaborative learning.

Table 2: Results of Student Experience Questionnaire

| Statement | Agree (%) | Disagree (%) |
|--|-----------|--------------|
| Collaborative learning increases my confidence | 85% | 15% |
| I feel more comfortable speaking English after participating in collaborative learning | 80% | 20% |
| Collaborative learning is more interesting than traditional learning | 90% | 10% |

Discussion

Based on the results obtained, it can be concluded that collaborative learning has a positive impact on students' English speaking skills. These results are in line with previous studies showing that group work and more intense interaction can increase confidence and fluency in speaking (Slavin, 1995; Dörnyei, 2007). Communication-based learning, such as role-playing and group discussions, gives students the opportunity to practice in more realistic and relevant situations, which makes them more confident and brave in speaking English.

Students who participate in collaborative learning show increased engagement and motivation in learning, which has an impact on their speaking skills. This is also in line with Vygotsky's theory of social learning which emphasizes the importance of social interaction in the development of language skills (Vygotsky, 1978).

Although collaborative learning has a positive impact, challenges such as managing group dynamics and differences in student abilities need to be considered by teachers. However, overall, this study supports the application of collaborative learning in English teaching, especially in improving students' speaking skills.

CONCLUSION

From the results of this study, it can be concluded that collaborative learning has a significant positive effect on improving students' English speaking skills. This approach helps students improve their self-confidence, fluency, and vocabulary mastery. Methods involving active communication interactions, such as role-playing, group discussions, and presentations, have proven to be more effective in improving speaking skills compared to conventional learning methods.

Data obtained from pre-test and post-test, observation, interviews, and

questionnaires showed that students involved in collaborative learning became more confident and more active in using English. This learning also created a more interesting, dynamic, and relevant learning environment to everyday life, which motivated students to participate more and dare to speak English.

However, although collaborative learning provides positive results, it is important to pay attention to the management of group dynamics and differences in ability levels between students. Therefore, teachers are advised to adjust learning strategies so that the collaborative learning process is more optimal in improving students' speaking skills. Overall, this study supports the implementation of collaborative learning as an effective method in teaching English, especially to improve students' speaking skills.

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