THE EFFECT OF COLLABORATIVE LEARNING ON STUDENTS' SPEAKING PERFORMANCE IN ENGLISH CLASSROOM AT THE SEVENTH GRADE OF SMP NEGERI 2 KELARA

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ARTICLE INFO	ABSTRACT
	This research aims to determine whether there is an increase in fluency and accuracy of speaking through the application of Collaborative Learning Method in class VII students of SMP Negeri 2 Kelara. The research used pre-experimental approach with quantitative design in analyzing the data. The instrument used was a speaking test consisting of a pre-test, treatment, and post-test. The population this research were class VII students, with sample from class VII.1 using the total sampling technique, with a total of 25 students. Students were given a speaking test with the topic of describing friends, food, tourist attractions, yourself, and your family. This research was conducted in six meetings. Student data were analyzed using SPSS 24. The results showed that application of Collaborative Learning Method in English learning significantly improved students' Speaking Performance in terms of fluency and accuracy in class VII.1 of SMP Negeri 2 Kelara. This is evidenced by the increase in students' average scores, where the fluency score increased from pre-test 33.76 to post-test 40.08. In addition, the accuracy score increased from pre-test 40.80 to post-test 54.12. The results of the hypothesis testing showed that in Pair 1 (pre-test and post-test fluency), the significance value was 0.000 ($p < 0.05$), and in Pair 2 (pre-test and post-test accuracy), the significance value (2-tailed) was also 0.000 ($p < 0.05$). Thus, the use of Collaborative Learning Method has a significant influence on improving students' Speaking Performance in terms of fluency and accuracy in class VII.1 of SMP Negeri 2 Kelara. *This is an open access article under the CC BY-SA license.*
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INTRODUCTION

Language is one of the most important aspects of communication since it enables us to convey our feelings and ideas, which leads to interactions between individuals. English is one of the most sought-after languages to learn globally since it is an International language

and is used as a second language in every country. This is the main reason why English instruction is necessary in schools.

Speaking is one of the most important skills in English language instruction that students need to learn in school. The act of making sounds is called speaking; two instances of speaking are talking or vocally expressing one's feelings and thoughts. Students are able to express their ideas, feelings, and desires to others through speech. Speaking English well will make it easier for students to debate and explore their thoughts. Students with strong English communication skills have an easier time accessing the latest information in areas such as science, technology, and health.

Students who are studying speaking skills must also comprehend the key elements of speaking because it is one of the most crucial aspects of developing students' talents. Students will be more adept at communicating in English if they comprehend the elements of speaking. Pronunciation, grammar, vocabulary, fluency, and comprehension are the five main aspects of speaking, according to Leong and Ahmad (2017). Students will be more specific when providing and requesting information during speaking performances and speaking activities in the classroom will be more successful.

Collaborative learning is one method that students employ to acquire new abilities, such as languages. This method is employed to quickly and methodically acquire subjects. The benefits of collaborative learning and its applicability in English language classrooms were emphasized in a 2019 study by Rao. Additionally, the importance of collaborative learning and the responsibilities that students and teachers play in it are clearly stated.

Risnawati (2008, cited in Nuraini 2013) described collaborative learning as a group learning process in which each group contributes ideas, attitudes, opinions, abilities, and skills to mutually increase understanding of the entire discussion division. Study groups, on the other hand, only help students comprehend certain content. Moreover, collaborative learning is a form of group learning when two or more students work together and divide the workload equitably to complete tasks that are especially created to meet the learning objectives of the class (Barkley, Major, & Cross, 2014).

Based on the findings of interviews and observations conducted before research at SMP Negeri 2 Kelara especially in class VII, some problems faced by students were determined and their ability to speak English encountered obstacle. Most of the students had a hard time with English words, all that they needed to overcome speaking. The level of understanding on vocabulary was very low which students found hard to comprehend using words in English. Consequently, they would not be able to comprehend the use of vocabulary that the teacher was trying to teach. This situation caused students to lack self-confidence while communicating in English, and so on. Alongside on, students felt hopeless in learning how to speak English. This on travelled as their inexperience as non-native listeners and users of English active. This collaborative learning method was used in this study as a solution to solve the problems of students in SMP Negeri 2 Kelara for improving their speaking performance. We hope the following approach can promote students' speaking performance by working and acting together in learning.

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Collaborative learning method is an approach in teaching and learning activities that aims to guide students effectively. Therefore, this method is considered as the right solution to overcome problems in SMP Negeri 2 Kelara, especially in class VII. Collaborative learning emphasizes cooperation between students in understanding the subject matter. In other words, in collaborative learning, students who understand the material better can help friends who are having difficulties. The main objective of this method is to improve students' speaking skills and encourage them to participate more actively in class. In its application, researchers form groups before distributing the material to be discussed together. In addition, the teacher acts as a facilitator who guides and supervises the learning process.

Based on this view, the researcher wants to identify various problems in students' speaking performance. The main focus of this researcher is on the aspect of speaking performance. The researcher chose this topic because the collaborative learning method is considered as one of the approaches that can help overcome problems in teaching English, especially in speaking skills. This study considers it important to investigate the obstacles faced by students in speaking skills. Therefore, in relation to the problems that have been described, this study is interested in studying further through a study entitled "The Effect of Collaborative Learning on Students' Speaking Ability in Class VII of SMP Negeri 2 Kelara."

RESEARCH METHOD

The method used in this research is a pre-experimental design involving one class. This research applies the Collaborative Learning method in teaching speaking performance in the experimental class, using a pre-test and post-test design. The main objective of this research is to test the effect of Collaborative Learning in improving public speaking performance.

The population in this research were students of class VII of SMP Negeri 2 Kelara, which consists of one class with a total of around 25 students. In selecting the sample, the research used the total sampling technique by taking all students in one class as a research sample.

This research involves two variables, namely the independent variable is collaborative learning, and the dependent variable is speaking performance. The indicators in this study are used to measure the improvement of students' speaking performance in terms of fluency and vocabulary.

Instruments are tools used by researchers to collect data in order to obtain more accurate results. In this research, a speaking test was used as the main instrument. This test consists of two parts, namely pre-test and post-test, which are used to measure the development of students' speaking performance before and after the implementation of collaborative learning methods.

This research used tests as a method of data collection. Tests were conducted before and after treatment to measure students' speaking performance. First, students were given a pre-test before the implementation of collaborative learning. Second, after the treatment was

given, students took a post-test to assess the extent of their understanding of the use of collaborative learning in improving speaking performance. Finally, the results of the study were analyzed by comparing the pre-test and post-test scores to determine whether collaborative learning had a significant effect on improving students' speaking performance.

RESULT AND DISCUSSION

A. RESULT

The results are based on the classification of students' speaking test scores, which includes the students' pre-test and post-test scores. Here, two tests were administered at the start and finish of the study in an attempt to address the research questions from the previous chapter. After the study was finished, the researcher administered a post-test to determine the students' baseline speaking proficiency before the therapy started. This allowed the researcher to quantify and confirm the students' speaking ability following the treatment. A higher post-test score than the students' pre-test score indicates that the Collaborative Learning approach to English instruction is having a positive impact on students' speaking performance.

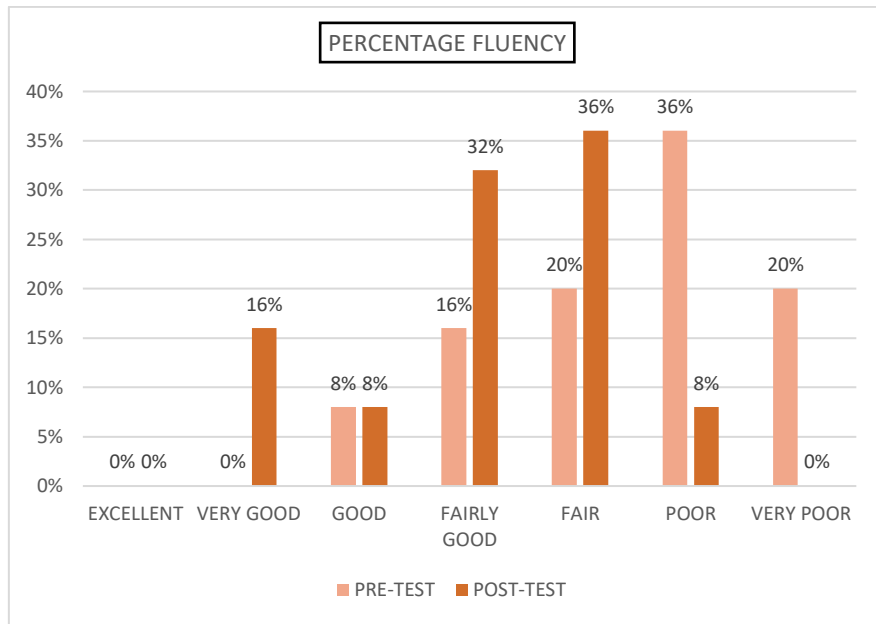1. **Scoring classification of students' speaking performance in pre-test and post test**
   a. **Fluency**

Table 1 Classification the fluency scores of the students'

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1.	Excellent	85-100	-	-	-	-
2.	Very Good	65-80	-	-	4	16%
3.	Good	55-60	2	8%	2	8%
4.	Fairly Good	45-50	4	16%	8	32%
5.	Fair	35-40	5	20%	9	36%
6.	Poor	25-30	9	36%	2	8%
7.	Very Poor	0-20	5	20%	-	-
	Total		25	100%	25	100%

In this research, the classification of student scores was carried out to select samples based on certain criteria. From the results of the classification, it consisted of 25 students as research samples. Table 4.1 above shows that, in the pre-test, 5 students received a 20% gain percentage in the very poor classification category, 9 students received a 36% gain percentage in the poor classification category, 5 students received a 20% gain percentage in the fair classification category, 4 students received a 16% percentage in the fairly good category, 2 students received an 8% percentage in the very good category, and no one student received a score in the very good or excellent categories. On the post-test, students showed improvement following treatment no one student received a score in the very poor category, 2 received a score of 8% in the poor category, 9 received a score of 36% in the fair category, 8 received a score of 32% in the fair category, 2 received a score of 8% in the good category, 4 received a

score of 16% in the very good category, and no one student received a score in the excellent categories.

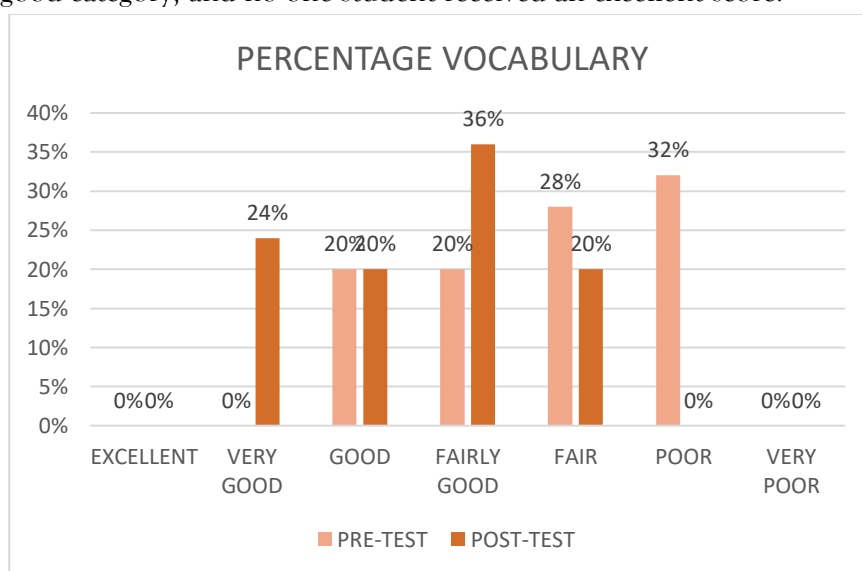**Figure 4.1 Percentage of students' fluency score in pre-test and post-test**

The percentage of students that speaking accuracy has improved, as seen in chart 4.1 above. In the pre-test, 20% of students received a very poor classification, 36% of students received a poor classification, 20% of students received a fair classification, 16% of students received a fairly good classification, and 8% of students received a good classification. In the post-test, 8% of students received a poor classification, 36% of students received a fair classification, 32% of students received a fairly good classification, 8% of students received a good classification and 16% of students received a very good classification. This shows that students' speaking fluency has improved significantly.

b. **Accuracy**

Table 2 Classification the vocabulary scores of the students'

No.	Classification	Score	Pre-Test		Post-Test	
			F	%	F	%
1.	Excellent	85-100	-	-	-	-
2.	Very Good	65-80	-	-	6	24%
3.	Good	55-60	5	20%	5	20%
4.	Fairly Good	45-50	5	20%	9	36%
5.	Fair	35-40	7	28%	5	20%
6.	Poor	25-30	8	32%	-	-
7.	Very Poor	0-20	-	-	-	-
	Total		25	100%	25	100%

In this research, the classification of student scores was carried out to select samples based on certain criteria. From the results of the classification, it consisted of 25 students as research samples. From the table 4.2 above shows that no one student received a score in the very poor category, 8 students received a score in the poor classification category with a gain percentage of 32%, 7 students received a score in the fair classification category with a gain percentage of 28%, 5 students received a score of 20% in the fairly good classification category, 5 students received a score of 20% in the good category, and no one student received a score in the very good or excellent categories. On the post-test, students showed improvement following treatment no one student received a score in the very poor or poor categories, 5 students received a 20% score in the fair category, 9 students received a 36% score in the fairly good category, 5 students received a 20% score in the good category, 6 received a 24% score in the very good category, and no one student received an excellent score.

Figure 4.2 Percentage of students' vocabulary score in pre-test and post-test

The percentage of students that speaking accuracy has improved, as seen in chart 4.2 above. In the pre-test, 32% of students received a poor classification, 28% of students received a fair classification, 20% of students received a fairly good classification, and 20% of students received a good classification. In the post-test, 20% of students received a fair classification, 36% of students received a fairly good classification, 20% of students received a good classification, and 24% of students received a very good classification. This shows that students' speaking vocabulary has improved significantly.

2. **The improvement of students' speaking performance in pre-test and post-test**
   a. **Fluency**

Table 3 Improvement mean score of the students' speaking fluency

	Students Mean Score		Improvement (%)
Indicators	Pre-test	Post-test	Pre- Test → Post-Test

Fluency	33.76	40.08	18.72%

The average pre-test score of class VII students at SMPN 2 Kelara was 33.76, based on the data in Table 4.3. The average student score improved to 40.08 following the implementation of the collaborative learning method. Students' speaking fluency increased by 18.72% as a result. This indicates that class VII students' speaking performance can be enhanced through the use of the collaborative learning method.

b. **Accuracy**

Table 4 Improvement mean score of the students' speaking vocabulary

Indicators	Students Mean Score		Improvement (%)
	Pre-test	**Post-test**	**Pre- Test → Post-Test**
Vocabulary	40.80	54.12	32.64%

The average pre-test score of class VII students at SMPN 2 Kelara was 40.80, based on the data in Table 4.4. The average student score improved to 54.12 following the implementation of the collaborative learning method. Students' speaking vocabulary increased by 32.64% as a result. This indicates that class VII students' speaking performance can be enhanced through the use of the collaborative learning method.

3. **Analyzing Data Speaking Fluency and Vocabulary in Pre-test and Post Test in SPSS 24**

Table 7 paired samples test

Paired Samples Test								t	Df	Sig. (2-tailed)
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Fluency Pre-Test - Fluency Post-Test	-14.320	3.902	.780	-15.931	-12.709		-18.349	24	.000
Pair 2	Vocabulary Pre-Test - Vocabulary Post-Test	-13.320	5.258	1.052	-15.490	-11.150		-12.667	24	.000

The paired sample test table above is the main output table that shows the results of the test to be carried out. This can be seen from the significance value (2-tailed) in the table. The significance value (2-tailed) in Pair 1, which is Pre-test and Post-test Fluency, is 0.000 (p < 0.05), indicating that speaking fluency showed a significant change in improvement based on descriptive statistics from pre-test to post-test. Similarly, for speaking vocabulary in Pair 2, the

significance value (2-tailed) from pre-test to post-test is 0.000 (p < 0.05), indicating that speaking vocabulary increased from pre-test to post-test.

The statistical analysis results show a significant difference between the students' pre-test and post-test results at a significance level (a) of 0.05 with 24 degrees of freedom and a p value (sig.2-tailed) of 0.000. Thus, the post-test results of the students (sig.2-tailed) are not above the significance criterion (0.000 < 0.05).

Based on the Table 4.7 indicates that the significance level used in this investigation is 0.005, and the significant value is 0.000. Consequently, the alternative hypothesis (Ha) is approved. In this instance students' speaking vocabulary and fluency can be enhanced through the use of collaborative learning methods.

B. DISCUSSION

At this stage, the results of collaborative learning methods was used to improve students' speaking performance in terms of fluency and vocabulary.

1. The improvement of students' speaking performance in terms of Fluency

Effective speaking is an important skill for all students. The Collaborative Learning Method was employed in this study to help students perform better when speaking, particularly when it came to fluency. The findings demonstrated that students' speaking fluency improved between the pre-test and post-tests.

Fluency in speaking English does not mean having to be grammatically perfect, but rather the ability to convey ideas clearly and without significant obstacles. According to Namaziandost (2019), fluency involves processing language information faster and more efficiently. Minor grammatical errors can occur, but what is more important is how the speaker can maintain the flow of communication without long pauses or confusion. Consistent practice, exposure to English naturally (such as watching, listening, and speaking directly), and the courage to speak without fear of making mistakes are important factors in improving fluency.

Based on the data in Table 4.3, the researcher found that before being given treatment, the pre-test score of students' speaking fluency was 33.76. This value indicates that students' fluency skills are still relatively poor. Therefore, the researcher applied the collaborative learning method as a treatment. After the application of the method, the post-test score increased to 40.08. These results indicate that the collaborative learning method is effective in improving students' speaking fluency in the classroom.

2. The improvement of students' speaking accuracy in terms of Vocabulary

Effective speaking is an important skill for all students. The Collaborative Learning Method was employed in this study to help students perform better when speaking, particularly when it came to vocabulary. The findings demonstrated that students' speaking fluency improved between the pre-test and post-tests.

Learning the vocabulary is an important component of learning a foreign language. New terminology' definitions are frequently emphasized in both written and spoken communication. Vocabulary has a major role in a language learner's ability to communicate effectively. In the process of learning a new language, vocabulary is important.

According to Dalimun (2022), vocabulary mastery is crucial for language acquisition and must be carefully established and maintained. However, Teens has a very small vocabulary. They thus struggled to acquire language skills. Students must exercise caution when reading and listening because of the diversity of their language. Reading increased students' scientific and factual knowledge. Students learned vocabulary words by listening to them. To help kids in remembering the words they have read and heard.

Based on the data in Table 4.4, the average pre-test score of students before being given treatment was 40.80, which indicates that their vocabulary skills were still classified as poor. After implementing the collaborative learning method, the post-test score increased to 54.12, indicating a significant improvement.

According to Hamkah (2018), speaking competency is the ability to speak, supported by sufficient skill and knowledge, but it is not assessed by how it is delivered. On the other hand, he also stated that speaking performance in which someone speaks, as assessed by how it is delivered. Thus, speaking performance aims to convey an idea or information from speaker to listener, as assessed by how the messages are delivered or performed in their competence.

From the results of this research, the researcher concluded that collaborative learning method on students' speaking performance was effective in improving students' fluency and vocabulary because by using this method students could be more active and increase their self-confidence in the learning process.

CONCLUSION

Based on the results of the research and discussion in the previous chapter, it can be concluded that the collaborative learning method is very effective in improving the speaking performance of class VII students at SMP Negeri 2 Kelara. The results of the pre-test and post-test show this. In speaking fluency, students obtained an average score of 33.76 in the pre-test, and increased to 40.80 in the post-test. In vocabulary, students obtained an average score of 54.12 in the pre-test, showing an increase of 18.72%.

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