

CHAPTER I

INTRODUCTION

This chapter consists of four sub-themes. The first section is the background of the study, which mainly describes the burning issues related to the powerless condition between collaborative competence through speaking. The second part rationale in this section will explain the scope of research that will be discussed. The third is urgency of the research in this section will explain the urgency of the research or the novelty of previous studies or those that have been carried out by other researchers. And the last section is formulating the problems into the research question.

1.1 Background of The Study

In this era we can access everything easily using social media, we don't have to wait long to find out how someone is far from us and we don't have to write a letter to find out how someone is, we just have to use available technology wisely. Therefore we can also join or join international communities easily, and one of the skills students must have is very qualified speaking skills. At this time, we have a need to share our ideas or thoughts with people who are abroad whose language is based on English. For that students need to learn English especially in speaking skills in order to be able to survive in today's global market. However, students often feel less confident when speaking for themselves even though they are capable.

Humans can think well shown through language so that every student is required to master English so that later when they enter the field they can apply it in the world of work. Of course with people who master speaking skills can get a good place and career. Language is a characteristics human even human uniqueness actually not lies in thinking ability but on language skills (Suriasmantri, 1978). Speaking is one of the things that has a very big influence in communicating with other people, especially when speakers do not use their native language or mother tongue. One of them is English which is considered a universal language that must be learned by everyone, English is an international

language that is very widely used so it is important for us to learn it and also because language is a tool for communication, speaking skills must continue to be developed in order to achieve good communication very well intertwined with native speakers and with other international communities. Speaking is a process that builds and gives meaning through a verbal and non-verbal symbol (Chaney, 1998:13 Kayi, 2006). Demirel (2002), on the contrary hand, defines speech as the verbal explanation of observations, feelings, and knowledge to others through language and thoughts. Similarly, Chaney (1998) defines it as a process of generating and transferring meaning through the use of verbal and nonverbal symbols in various contexts.

Learning English especially speaking is how we study the science of good and correct pronunciation or speech so that we can express opinions and communicate within the wider community. It's as if we are translating by speaking in a different language where doing so indirectly makes our brains work twice. But it will be different if we immediately think of sentences in English.

Collaborative learning encompasses a wide range of approaches with vast variation in the amount of time spent in or out of the classroom on group work. Collaborative activities can range from class discussions that endure the full class session to semester-long team learning. The goals and techniques of joint endeavours also differ greatly. Some facilitators build small group work around systematic phases or highly structured tasks. Others prefer a more spontaneous agenda that emerges from student interests or questions. In some collaborative learning settings, the student's responsibility is to create a clearly defined product; in others, the task is to participate in a process, exercise response to each other's work, or engage in discussion.

Collaboration encourages students to actively engage in conversation while exchanging ideas, conducting conversations, and cooperating to accomplish a common objective. Studying collaborative practice in English lessons has a number of advantages. The opportunity it provides students to converse in English in an engaging and natural manner is what matters most. We encourage customized education for pupils through teamwork. In

collaborative speaking scenarios, students are encouraged to exercise critical thinking, problem-solve, and actively participate in their learning. They gain knowledge from one another, create friendships, and develop social skills including telling jokes, sharing, and expressing worry.

According to Finkel and Monk, 1983; MacGregor, 1990 the classroom is no longer a single teacher and individual students—it becomes an interdependent community with all the joys and tensions and hardships that exist in all communities. This level of involvement often questions and reshapes assumed power relations between teachers and students, (and between students and students), a process which can be confusing and confusing at first (Romer and Whipple, 1990).

The term "collaborative learning" refers to a student's capacity to participate successfully and constructively in group projects, conversations, and activities to achieve a common goal. This study intends to achieve several important goals by emphasizing collaborative speaking practices in English classes. By giving students the opportunity to have meaningful discussions and engage with their peers, it aims to improve their speaking ability and fluency in the first place. Students can actively use English in real-world situations through collaborative speaking exercises, which help them improve their oral communication skills.

This study also aims to develop students' social and interpersonal skills. Students acquire teamwork skills, active listening skills, respect for other people's points of view, meaningful negotiation skills, and the ability to expand on one another's ideas through collaborative speaking activities. These interpersonal skills are essential for successful communication as well as future academic and career success. Speaking exercises that focus on developing students' collaborative competence also stimulate participation in the learning process. By moving from teacher-centered instruction to student-centred learning, it empowers students to take responsibility for their education and fosters critical thinking skills. Students are forced to think critically, solve problems, and communicate their ideas clearly and convincingly when they work together.

The importance of cultivating a welcoming and inclusive classroom climate is also recognized by this study. This underscores the importance of encouraging equal participation and ensuring that all students feel comfortable and empowered to participate in group speaking exercises. Different learning methods and activities can be used to carry out the subject. These can consist of debates, role-plays, group discussions, team projects and peer reviews. The authenticity and relevance of speaking practice can also be enhanced by using real-world examples, such as in movies, articles or other authentic sources.

Investigating students' collaborative competence through speaking practice in English classes is a fruitful area of research as it improves students' interpersonal skills, speaking ability, and student-centered active learning. Teachers can design dynamic language learning experiences that prepare students to communicate and work together effectively in real-life settings by focusing on collaborative speaking practice.

1.2 Rationale

Speaking is a tool that very immediately exposes to the listener if the speaker understands the subject matter and the listeners, whether he is calm or adaptive, whether they transmit their thoughts, and whether they are alert and interested or bored. According to Burhan Nurgiyantoro (2001: 276), speaking is the second language activity performed by people in communication daily life, following listening. Humans learn to pronounce and eventually become good at speaking based on the sounds they hear. Tarigan (2008) defines speaking as the ability to enunciate articulation sounds or words in order to communicate, state, and convey thoughts, ideas, and feelings.

Speaking is also seen as a type of human behaviour that employs a wide range of physical, psychological, neurological, semantic, and linguistic elements, making it a valuable weapon for social control (Tarigan, 2008). This concept clearly demonstrates that speaking is associated with the pronunciation of words that try to convey what will be delivered, whether sentiments or thoughts.

According to experts, depending on the goal and function, there are different types of shapes for delivering messages, thoughts, or ideas. (Slamet, 2009) categorises communication into three types: persuasive, informative, and enjoyable. This sort of persuasive speech is usually effective at encouraging, convincing, and persuading people to act. Want a reaction from listeners in order to acquire inspiration/inspiration or to elicit emotions in order to elicit opinions, intellectual, and even action from listeners. This sort of speech is instructive/informing and seeks a reaction from the audience in the form of correct comprehension. This style of recreational speaking is enjoyable and seeks a response from the audience in the form of interest and excitement.

According to Hariyadi and Zamzami (1996/1997:13), speaking is basically an activity of communication because it involves the transmission of a message from one point of view to another. Based on the information provided, it is possible to identify that speaking is the process of expressing, saying, and transmitting ideas, thoughts, concepts, or sentiments to another through the use of understandable spoken language.

The collaborative approach can provide a variety of benefits to the participant if it is recognized and utilized in a beneficial manner. This problem can be derived from the collaborative theory of Vygotsky and Piaget. According to Dimitriadis and Kamberelis (2006), Piaget posits that individuals can adapt to their environment. Piaget demonstrates two adaptation processes, a means by which the organization can assist you in adapting to your surroundings: assimilation and cooperation asimilasi is the process of acquiring or enhancing knowledge so that it can be applied to a previously existing cognitive structure. In Blake and Pope (2008), Vygotsky argues that social interaction is dependent on the success of the group.

The social interaction of Student is likely to change. Specifically, collaboration was developed using five theories. The Kognitif Theory is the primary one. This theory is based on the idea that collaboration between collaborators can lead to a process of transformation of an individual into a larger group. In the context of collaborative research, a particular theoretical

framework is known as social constructivism. In accordance with this theory, there is a social interaction between individuals that has the potential to improve an individual's well-being and increase the member of group. In addition, there is a theory of motivation that was developed as part of the organizational structure for collaborative work. It provides a useful tool for employees to use in their work. In addition, it provides a framework for the individual to learn from and comprehend the situation that affects each member of group.

The habits of the classes are generally heterogeneous, so carrying out learning in such a class is a challenge for every teacher. The toughest challenge is how teachers can design and implement learning that guarantees the right of every student/student to obtain meaningful learning. Overcoming the heterogeneity of students or students in various aspects, especially aspects of motivation and intellectual level, then carrying out learning or lectures where students or students study in small groups can be one solution. However, the questions that then arise are: how should these groups be formed, how should students or students study in their groups, how should the material or assignments be given, how should each student take a role in the group, and how is the teacher involved in the group. So that every student can be guaranteed the right to obtain learning that has been determined. Because that using university-level students as research subjects can produce data that is more relevant and can be utilized directly in the context of student education and development, this research will be undertaken at the student level. It's crucial to comprehend and extrapolate research results to a larger population employing surveys, observations, and interviews together with data analysis using Milles and Huberman.

1.3 Urgency of the study

Language is often used collaboratively and participatively in everyday contexts. Students gain the skills necessary to communicate effectively and confidently in situations encountered outside the classroom by engaging in collaborative speaking exercises. Talking in groups promotes the growth of

communication skills as well. Effective communication requires not only linguistic proficiency but also the capacity to actively listen, decipher nonverbal cues, negotiate meaning, and react appropriately. Students can hone this ability through collaborative speaking activities, which will enable them to successfully negotiate a variety of communication circumstances.

Activities involving group speaking foster critical thinking and problem-solving skills. Students participate in discussions, examine data, evaluate multiple viewpoints, and collaborate to develop answers. This exercise encourages higher-order thinking by teaching students to think critically, consider other points of view, and express themselves clearly. According to 21st century standards, placing a strong emphasis on cooperation, teamwork and effective communication. Others are expected to work cooperatively in multiple teams, communicate with others from diverse backgrounds, and solve complex challenges in today's global and connected society. Students develop skills that are highly valued in academic, professional, and personal contexts by engaging in collaborative speaking practice.

The position of the teacher has a significant impact on the success of collaborative learning (Cohen, 1994; Gillies & Boyle, 2008; Slavin, 2010). The use of collaborative speaking presents numerous issues that teachers must address in their application and attitude. As a teacher, you must continue to use collaborative teaching approaches as well as evaluation methods (Sharan, 2010; Slavin, 2010). Some teachers may be hesitant to change their regular learning style to accommodate a new or unconventional learning approach (Shonfeld, 2017; Zygoris-Coe, 2012). Improving speaking and discussion abilities for group work is difficult; these activities take a lot of time (Gillies, 2016; Sharan, 2014). Teachers are not permitted to assess group interactions and must encourage active participation and leadership.

Collaborative learning spans a wide range of methodologies, with enormous differences in the amount of time spent on group work in or out of the classroom. Class discussions that last the entire class session to semester-long team learning are examples of collaborative activities. The purposes and

strategies of collaborative efforts also range significantly. Some facilitators design small group work in stages or with highly controlled assignments. Others prefer a more impromptu agenda based on student interests or inquiries. The student's duty in some collaborative learning contexts is to create a clearly defined result; in others, the task is to participate in a process, exercise response to each other's work, or engage in conversation.

There could be numerous causes for their negative attitude towards collaborative learning, as opposed to graduate students' more positive attitudes. Undergraduate students' impressions may be based on the fact that they largely encounter collaborative learning as learners, whereas graduate students are experienced teachers who may have had past opportunity to employ multiple techniques in their courses. Another possible explanation for this disparity in perception is that postgraduate students are advanced academic learners with a broader instructional perspective. As a result, it is critical to train undergraduate pre-service teachers for successful collaborative learning and to enhance their competence in this crucial twenty-first-century technique (Dobber, Akkerman, Verloop, & Vermunt, 2014; Harasim, 2012; Sharan, 2010).

Collaborative learning, particularly in speaking, is difficult for both teachers and students (Gillies, 2016; Johnson & Johnson, 2013). The most difficult difficulty for teachers is shifting their traditional function and becoming facilitators; getting students to be more active and cooperative in accomplishing activities together. As previously stated, collaborative learning is not yet widely used in higher education (Ubell, 2010), and teacher candidates do not always benefit from it. Collaborative learning is primarily used at the lowest level of the Salmon taxonomy, such as discussion groups and peer review (Fransen et al., 2011), and is ineffective. Because implementing collaborative learning appears to be a hard and demanding task (Shonfeld, 2017; Zygoris-Coe, 2012), continued teacher education and professional development programmes must be supported (De Hei et al., 2015).

The capacity to speak collaboratively allows team members to communicate effectively, share ideas, debate concerns, and work together to achieve common goals in a professional setting. These qualities aid in the development of strong relationships among team members and allow them to draw on a variety of skills and experiences. Individuals can produce new and inventive ideas by communicating collaboratively. Ideas from various backgrounds and points of view can stimulate one another in group conversations, resulting in more creative and out-of-the-box solutions. Speaking cooperatively allows many perspectives and solutions to be proposed in circumstances when complicated problems must be solved. Through the exchange of ideas, group discussions can help better identify problems and find better solutions. Collaborative speaking abilities allow you to communicate clearly and provide information in presentations or public communication scenarios.

In a professional setting, the ability to speak collaboratively enables team members to communicate effectively, exchange ideas, debate concerns, and work together to achieve common goals. These qualities aid in the development of strong relationships among team members and enable them to draw on a variety of skills and experiences. Individuals can develop new and inventive ideas when they talk collaboratively. Ideas from various experiences and perspectives can stimulate one another in group conversations, resulting in more creative and out-of-the-box solutions. Speaking cooperatively allows many perspectives and solutions to be given when solving complex challenges. Through the exchange of ideas, group discussions can assist to better identify problems and create better solutions. Collaborative speaking skills permit speaking clearly and providing information in presentations or public communication scenarios.

1.4 Research Questions

The question that will be discussed in this study can be stated as follow:

1. To what extent does collaborative competence influence the students' speaking performance?

2. What problems do students have doing collaborative speaking practice?

1.5 Research Objectives

Based on the formulation of the problems to be studied, the objectives of this study are:

1. To explore collaborative competence influence the students speaking performance
2. To find out the problems have doing collaborative speaking practice