

CHAPTER II

LITERATURE RIVIEW

This chapter reviews the theoretical and empirical literature relevant to the exploring student collaborative competence through speaking practice in English class. First is explain the definition of speaking skill. Second, the component speaking skill. Third, collaborative learning and collaborative speaking.

2.1 Speaking Skill

2.1.1 Defenition

English is one of the areas of study that students must grasp in order to keep up with the advancement of technology and science. It is important to increase pupils' English speaking abilities to be able to anticipate the advancement of science and technology. Interaction and communication can help students improve the way you communicate in English (Paultson, 1978).Speaking generally can be defined as the activity of communicating intentions, concepts, thoughts, feelings, and heart contents to others through spoken language in order for these intents to be received by others. Speaking is simply an interaction procedure in which information are sent from one side to another.

Tarigan defines speaking as having the capacity to produce articulation sounds or words in order to express, state, and convey thoughts, ideas, and feelings. Speaking is fundamentally an interaction technique since information are passed between one point of view to another. Speaking refers to a type of activity performed by humans which makes substantial use of physical, psychological, neurological, semantic, and linguistic aspects, and can be regarded as the most important human tool, particularly in social situations. Tarigan (2007:15) defines speaking as a representation of one's emotions and thoughts through language sounds.

Speaking is a productive skill. Speaking cannot be separated from listening. When speaking, it will create a meaningful text. In

communication, we can find speakers, listeners as well as messages and feedback. Besides that, speaking cannot be separated from pronunciation. According to Ladouse (in Nunan, 1991: 23) speaking is an activity to explain someone in a certain situation or an activity to report something. Speaking is saying something while skill is a skill possessed by someone. So speaking skill refers to the ability or skills to speak. It includes the ability to convey ideas, communicate clearly, and interact effectively with others using spoken language. Speaking skill is important in various contexts, both in daily communication, presentations in public, negotiations, and other situations where speaking is a key component of interacting and communicating with others. Argawati (2014) states that speaking is an activity used by someone to communicate with others. Meanwhile, Mart (2012) defines speaking is being capable of speech, express or exchange thoughts through using language.

According to Kathirvel and Hashim (2020), unlike in previous programs, teachers have put a bigger proportion of their speaking skills to the test through daily learning and training sessions. According to (Kathirvel & Hashim, 2020), speaking is an essential ability that foreign language learners must develop in order to communicate. It is extremely impossible to function without it in a culture that is rapidly evolving and where English is regarded as the fundamental language of communication. Furthermore, according to Kessler (2018), speaking is the least researched vital ability to speak in compared to writing, listening, and reading. One explanation for this dearth of study is that it is not an essential aspect of many countries' high school assessment systems, therefore it does not receive an identical quantity of interest as the ability of other dialects (Dark & William, 2018).

Students are unable to acquire academic languages on their own, nor do they just live in an English-speaking environment. Hands-on lessons that actively encourage language growth in the framework

of academically difficult learning content are required for understanding academic English (Cummins 2000; Bielenberg and Wong Fillmore 2004/2005). Aside from educating based on content languages, teachers must be aware that English learners arise from a variety of socioeconomic, educational, and language backgrounds. While some youngsters read and write above their grade level in their mother tongue, others limit or discontinue their education. Knowing their various origins allows the teacher to pick which method will best suit their learning, particularly in regard to their ability to speak.

2.1.2 The Components of Speaking Skill

The aspects of speaking are crucial to understand when assessing students' capacity to communicate. Furthermore, understanding and confidence, as well as the manner in which it is given, are essential components of a powerful speech. As a result, one expert has a perspective on the speaking component. According to Syakur in Mora (2010), speaking is a complex talent because it is tied to four components: grammar, vocabulary, pronunciation, and fluency.

1. Grammar

Grammar or sentence structure that must be studied properly so that sentences are spoken or sentences are written correctly in accordance with the rules in English. As stated by Hill-Miller (1983) states that someone who experiences an increase in grammar skills will be able to ensure friends, fellow students or students, colleagues and business partners will receive oral communication as planned by the speaker.

2. Vocabulary

Vocabulary is a collection of several words that are combined, so that it has meaning or significance. Vocabulary cannot be separated from the four skills in language, reading, writing, listening and speaking (Hornby: 1984: 959). Furthermore, Charles D. Fries (1945: 959) said that vocabulary

is an essential part of learning a foreign language, in which students are required to master word for word so that it allows the student's vocabulary to increase.

3. Pronunciation

Pronunciation is the activity of saying words, if we can pronounce the words properly and correctly it will become a sentence that has meaning.

4. Fluency

Fluency is how flow and efficiency when you express ideas, especially in English. Fluency is a skill that you should focus on when activities involve speech. The way you explain a topic or prove a point smoothly, clearly, and precisely without too many pauses or hesitations is as important as the intent and purpose of your speech.

According to Bygate (1987), understanding the technical part of speaking is not enough to achieve fluent speaking and communication. To be able to talk, an individual must understand a language's vocabulary and grammar structures, but an individual must also learn how to apply that technical knowledge appropriately in order to transmit the right meanings at the right moment. However, in order to communicate and express correct meanings, one must also possess interaction skills. Essentially, Interaction is the ability to communicate with people by combining language knowledge with motor perceptive skills. One can control their own language production and make their own choices while they speak by developing interaction skills.

2.2 Collaborative Learning and Speaking

2.2.1 Collaborative Learning

Since the late 1980s, collaborative learning has been considered an essential skill for educators. Collaborative learning allows students to create relationships among themselves through

teams (Cabrera et al. 2002). According to Gokhale (1995), collaborative learning is a teaching style in which learners with varying levels of performance interact in teams to achieve collective objectives. According to Goodsel et al. (1992), collaborative learning is a situation in which learners engage in pairs or teams of two or more, exploring comprehension, resolving, and significance or developing a product. Roselli (2016) recently defined collaboration as a social constructivist epistemology, with collaborative learning being a social psychology of knowledge. According to Roselli (2016), collaborative learning happens when learning is transmitted and each participant contributes to the construction of shared cognition.

The Collaborative Learning principle concentrates on interactions and activities between learners, in addition to interactions between students and teachers, during the process of learning and instruction. In order to apply Collaborative Learning, the teacher will organize students into teams and deliver tasks for discussion. Indeed, there are countless examples of collaborative learning activities in the classroom that teachers might use.

The learners mostly think that collaborative learning is helpful when they are able to contribute in a cost-effective manner to the making of a team product, particularly in speaking learning, when they notice similarities between their contributions and the final results, when their contributions are required for the manufacturing of a group product but are not guaranteed, and when there is no longer a need for them to contribute excessively (McWhah et al. 2003). When teachers and students do not see collaboration in education as profitable or simple to conduct, successful implementation in the classroom is impossible thus, learning to use collaborative speaking techniques can be considered as teaching learners to use collaborative speaking techniques.

Collaborative learning is a type of study where a team of students or students collaborate to achieve collective objectives via

conversations, troubleshooting, teamwork, and a variety of activities. Each member of the group must be willing to be involved in the process of learning through providing data, concepts, and encouragement for each other in collaborative learning. Teachers can give students with the guidance, feedback, and support they need to attain common goals.

Collaborative learning is an operative principle of modern education or training that is based on the idea of democratizing education and grounding it in society or community problems. Similarly, collaborative learning is an interactive-participatory strategy that promotes collaboration, performing on roles, sharing constructive ideas, and individual involvement, based on the dominant features of each individuality, for the creation of a common outcome.

Communication in groups must be productive, with a shared and complementary repertory, a diversity of opinions, team productivity, feelings for others, and respect for each other, assertiveness, feedback encouragement and valorization, a collaborative and pro-active attitude, and so on. At the specialized literature level, we identified the following characteristics of collaborative learning (Johnson, Johnson, & Smith, 1998):

1. Positive interdependence-refers to the notion that team members must rely on one another in order to achieve the common goal.
2. Individual accountability entails the fact that all learners in a group are accountable for completing the learning tasks.
3. Encourage direct interactions--each member of the team interacts with all others face to face.
4. Adequate use of collaboration skills-in the knowledge that the instructor encourages and assists students in developing their management, decision-making, interaction, and dispute resolution abilities.

5. Group processing-it assumes that members of the team identify shared goals, collaborate, and review group deliverables on a regular basis.

These principles provide guidance for educators and students in implementing effective collaborative learning. However, it is important to recognize that these characteristic may complement each other and vary depending on the context and specific learning object. By applying the characteristic of collaborative learning, students can develop social skills, teamwork skills, critical thinking skills, and gain a better understanding of learning topics.

2.2.2 Collaborative Speaking

Collaborative speaking refers to the act of two or more individuals working together to communicate effectively in a conversation or discussion. This can occur in various settings, such as in a team meeting, a classroom discussion, or a group presentation. In collaborative speaking, participants must actively listen to each other and work together to express their ideas and opinions. It involves respectful communication and an open-minded approach to different perspectives and viewpoints. Collaborative speaking can help build relationships, encourage creativity, and foster a sense of community and cooperation.

To engage in collaborative speaking effectively, individuals can utilize techniques such as active listening, acknowledging and building on others' ideas, and being respectful and constructive in their feedback. They can also use various tools and technologies, such as whiteboards, online collaboration platforms, or virtual meeting rooms, to enhance their communication and collaboration. Overall, collaborative speaking can help individuals work together to achieve a common goal, share knowledge, and develop new ideas and solutions.

The purpose of collaborative speaking is to facilitate effective communication and collaboration between two or more individuals in

a group setting. Through collaborative speaking, participants can share their ideas, perspectives, and knowledge to achieve a common goal or solve a problem. Collaborative speaking can be used in various settings, such as team meetings, brainstorming sessions, group projects, and academic discussions. The main purpose is to leverage the collective intelligence and creativity of a group of individuals to generate new ideas, perspectives, and solutions that might not have been possible otherwise. Zubaidah (2016) state students who work team can acquire a higher level of skill in terms of thinking results and the ability to remember information for a long time than students who work independently.

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According Field and Depended (2008) collaborative speaking can encourage for ideas and approaches that were not previously considered. Collaborative speaking allows students to debate issues from multiple prespective. This help people undertand situations more thoroughly and deeper understanding can lead to better situations.

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Collaborative speaking also promotes active listening, respect for others' opinions, and constructive feedback, which can help build trust and strengthen relationships among group members. Additionally, it encourages a sense of ownership and accountability, as each member of the group contributes to the overall success of the collaboration. Overall, the purpose of collaborative speaking is to foster effective communication, collaboration, and problem-solving among individuals in a group setting, leading to increased creativity, innovation, and productivity.

Brandt (2004) emphasizes that there are five basic elements needed for collaboration in the learning process to be successful, namely:

1. Positive interdependence, students must trust each other and care about other students. In this learning each student must feel that they are positively interdependent and bound to their fellow group members with the responsibility of mastering the subject matter and ensuring that all members of the group also master it.

They feel they will not be successful if other students are also not successful.

2. Verbal, face-to-face interaction, in a way that the best learning results can be obtained with verbal communication between students which is supported by positive interdependence. Students must face each other and help each other in the pursuit of learning goals. Students also have to explain, argue, elaborate, and bond with what they are learning now to tie in with what they learned before.
3. Individual accountability, each group must be realistic that they must learn. So that in a group of students can support, support and help each another, each student is required to master the material that is the subject of discussion. Thus each member of the group is responsible for learning the subject matter and is also responsible for the results of group learning.
4. Social skills, students' social skills are very important in learning. Students are required to have collaboration skills, so that in groups a dynamic interaction is created to learn from each other and teach as part of a collaborative learning process. Students must study and learn leadership, communication, trust, building and conflict solving skills.
5. Group processing, namely the group must be able to assess the good of what they are doing together and how they can do it better. Students process the effectiveness of their study groups by explaining which actions can diagnose learning and which are not and make decisions about actions that can be continued or that need to be changed.

In the implementation of learning collaborative learning methods that can open up opportunities for students to lead to successful learning practices, especially in collaborative speaking learning. As a technology for learning, collaborative speaking learning involves the active participation of students and minimizes differences

between individuals. So that there will be no students who are insecure because of their shortcomings.

These elements provide guidance for speakers in creating collaborative, mutually supportive, and effective interactions in communication situations. However, keep in mind that these principles may vary depending on the context and the specific purpose of the communication. By applying the principles of collaborative speaking, group members can communicate effectively and achieve common goals effectively. This can help build trust among group members, improve communication skills and broaden understanding.

2.3 Previous Study

In this case, the researcher found several previous studies that were relevant to the research that had been conducted by the researcher. They are in journal form. These studies are a sign that this kind of research has been implemented.

The first journal by Manimegalai Govindasamy (2020) Students' Perceptions on Collaborative Speaking Tasks in ESL Classrooms. To conduct speaking activities in pairs to study students' opinions of collaborative speaking tasks in ESL classes. The study was done among 100 Grade Three pupils at a secondary school in the Sentul Zone of the Federal Territory of Kuala Lumpur. The pair work speaking activity was conducted throughout five weeks of English classes at school in order to investigate students' perspectives on collaborative speaking assignments. As a data gathering instrument employing a questionnaire using a Likert scale using the Google form. The data revealed that the pair work speaking activity was selected by the majority of students as an effective strategy for encouraging them to talk confidently during their speaking classes. Positive perceptions showed that they could enhance their speaking abilities with their peers, and the function of their language teacher was minor.

The second by Chee Kooi Lian, Devanageswari Kathiyaiyah, Farah Hani, Priya Sivananda, Vinotheni Chandaran, Harwati Hashim (2021)

Language Learning Strategies Used by ESL Students of a Chinese Secondary School in Improving Speaking Skills. In this globalization period, English has gradually become an important means of communication in all aspects, both locally and internationally. As a result, there is a demand for English speakers who can interact effectively in any country. Speaking is an essential skill in English language instruction. A lot of has been written about good language learners, but little has been written about the tactics utilized in a Chinese school to help students improve and acquire their second language learning skills. Aside from that, students' competency levels vary, so a suitable language learning technique to improve their speaking skills must be identified. The purpose of this study is to determine language learning strategies as well as the direct or indirect strategies utilized by ESL students from Chinese secondary schools to enhance their speaking skills. This study employed a quantitative design, with data collected via questionnaires. The survey was administered to 50 Senior 2 pupils at a particular Chinese school. The students for this study were chosen using a purposive sampling technique. According to the study's findings, the metacognitive approach is the most commonly employed language learning strategy in increasing speaking skills among students at the Mandiri Mandarin Language School.

The third by La Hanisi, Ajid dkk (2018) The use of WhatsApp in collaborative learning to improve English teaching and learning process. Students are inseparable by their mobile phone. They use their phones for a variety of purposes, including texting, uploading and downloading, reading, and browsing. However, the fast development of mobile phone innovation occasionally distracts students from their classroom learning activities. They don't pay attention to the class since they are preoccupied with their phones. As a result, teachers must be imaginative enough to devise a different way of anticipating this phenomena. Collaborative learning with collaborative tools is commonly used because its activities integrate student collaboration and the usage of a mobile phone application. This article seeks to investigate the usage of WhatsApp in the English language classroom in order to optimize the function of the mobile phone for the learning process of students. To give

teachers the option of teaching English, supported activities in four language skills are presented. It can be stated that incorporating WhatsApp into their schooling will be simple, enjoyable, and beneficial. Students had favorable thoughts and intentions about using WhatsApp in their official studying.

The fourth Mia Perlina, Tutut Sumartini, Ariani Ni Komang (2022) *Improving English Speaking Skills Through Collaborative Learning*. The research objective of this article is to improve the English speaking skills of the students of Al-Ghozali Modern Islamic Boarding School, especially the junior high school level, which is located at Mount Sindur, Bogor Regency, West Java. Through collaborative learning or collaborative learning methods, this activity does not only focus on language learning, but can also instill positive values in life, including cultivating self-confidence, cooperation, responsibility, politeness in behavior and language, and respecting people. The teaching media used is in the form of video conversations which are used as a reference or learning model for students to practice or practice proper pronunciation and enrich insight into certain expressions in English, such as conveying, responding to, and disproving one's opinion. The results show that the students can participate in all activities enthusiastically and proactively. The responses given by the students through the activity evaluation survey were also considered positive or satisfactory, where 51.4% strongly agreed and 48.6% agreed that the material provided could increase (improve) their ability to speak English.

Based on the fourth previous studies above, it can be concluded that this research was successful. Therefore, researchers also conduct and apply research like previous researchers to improve students' speaking skills by using storytelling. In this case, the authors are very interested in conducting case study research that focuses on collaborative use through speaking by the students of Swadaya Gunung Jati University.

2.4 Summary of Chapter Two

This chapter writes theories about speaking skills, collaborative speaking and learning. and also write down further studies to distinguish differences that researchers will examine. These differences can include differences in places, participants and research methods carried out.