

# CHAPTER I

## INTRODUCTION

### 1.1 Background

English proficiency is essential for people effective interaction in a global society. English has become a global language not because of its linguistic superiority, but due to the economic, military, and cultural power of English-speaking countries, particularly the United Kingdom and the United States. (Crystal, 2003) He explains that English is widely used in education, business, technology, media, and international diplomacy, making English proficiency essential for effective interaction in a global society. in the context of education and the professional world English is a very essential.

Speaking is considered a crucial skill in language learning and is often regarded as the most challenging of the four language skills—listening, speaking, reading, and writing. Speaking proficiency reflects one’s ability to communicate effectively in daily interactions. However, many English education students struggle to speak fluently due to limited vocabulary, fear, and lack of confidence. According to Richards and Renandya (2002), the development of speaking skills is significantly hindered by nervousness and insufficient practice

In EFL (English as a Foreign Language) classrooms, a variety of learning methodologies have been used to address these issues. Collaborative learning is one of the more successful strategies. In the learning process, collaborative learning places a strong emphasis on student engagement, teamwork, and shared accountability. According to Gillies (2020), collaborative learning involves several key components such as student interaction, shared responsibility, common goals, active participation, and joint reflection. Through collaborative activities like group discussions, peer feedback, and cooperative projects, students are given more opportunities to practice speaking in a supportive environment. This process not only helps improve their speaking abilities but also enhances motivation and reduces anxiety.

Empirical studies have shown the effectiveness of collaborative learning in enhancing speaking skills. For example, a study by Ilmi (2023) Demonstrated that student became more active and confident in speaking after participating in collaborative learning activities. Similarly, other studies reported positive outcomes when collaborative strategies such as Think Pair Share, Two Stay Two Stray, Numbered Heads Together, and Inside-Outside Circle were applied in speaking classes.

Collaborative learning has been shown to increase student motivation, engagement, and confidence in speaking (Gillies, 2016; Johnson & Johnson, 2019). This research is specifically conducted in the English Education Study Program (EESP) because students in this program are expected to master speaking skills as future English teachers, yet many still struggle with fluency, interaction, and self-expression.

## **1.2 Research Questions**

1. What are collaborative learning for speaking skills on efl undergraduate students?
2. How do students experience the implementation of collaborative learning in improving their speaking skills?

## **1.3 Aim(s) of Study**

To identify the collaborative learning for speaking skills on efl undergraduate students and their experiences during the implementation of collaborative learning in improving their speaking skills.

## **1.4 Significance of Study**

The significance of this study is presented about:

### **1.4.1 Implication**

This study is expected to support the theory that collaborative learning strategies—such as Think-Pair-Share, Two Stay Two Stray, Numbered Heads Together, and Inside-Outside Circle—can significantly enhance second language acquisition, especially in improving students' speaking skills. It aligns with Gillies' (2020) view on cooperative learning,

which emphasizes social interaction as a crucial element in the learning process, suggesting that learners construct knowledge more effectively when engaging collaboratively with peers.

#### **1.4.2 Application**

The result of this study is expected to give benefit for:

1. Teachers will have reference to develop innovative strategies in teaching speaking.
2. English education students are encouraged to be active participating and boosting speaking confidence.
3. Future researchers will have references for further research on the collaborative learning in speaking skills.