

THE EFFECT OF USING COLLABORATIVE LEARNING ACTIVITIES TO REDUCE SPEAKING ANXIETY

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ABSTRACT

This study aims to examine the effects of using collaborative learning activities in reducing students' speaking anxiety. Collaborative learning methods are expected to have a positive impact on students' speaking skills by increasing their active participation in class. This study used an emotional intelligence scale and a Likert scale-based questionnaire to reveal aspects of collaborative learning. The results of this study are 1) normality test is Kolmogorov-Smirnov sig value on Tests of Normality For control class is VIII-1 with pretest significance $0.154 > 0.005$ and post test $0.036 > 0.005$ while For class experiment that is class VIII-2 with pretest VIII-2 significance $0.200 > 0.005$ and post test $0.124 > 0.005$; 2) Homogeneity test second variable value the sign is 0.700 and 0.81 shows that the data is homogeneous because mark significance > 0.005 . This matter show that in study This No there is similarity variance from moderate variable tested; 3) Hypotesis Testing obtained The t value is 23.158 and the sig value. (2 tailed) is $0.000 < 0.005$. The results of the study are expected to be applied in schools to improve the quality of education and provide valuable experience for researchers in conducting action research related to collaborative learning

Keyword : Collaborative Learning, Speaking, Anxiety

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1. INTRODUCTION

Discourse One of the most crucial abilities in educating English language learners is speaking, which students must learn in school. Speaking is the act of producing vocal sounds; it may also be defined as conversing or using spoken language to communicate one's thoughts and feelings. Students can communicate their thoughts, emotions, and desires to others via speaking. Proficiency in the English language may facilitate communication and facilitate the exploration of ideas among students. Proficiency in English facilitates students' access to current knowledge in several sectors such as science, technology, and health. English teachers should exercise creativity while creating a variety of communication exercises for their students in the classroom that encourage speaking and inspire them to utilize the language in an active and productive way. For this reason, educators need to be aware that students often exhibit inhibition when it comes to how much and how often they talk in class (Rao, 2019). English teachers should balance teaching the four abilities of speaking, writing, listening, and reading while instructing students in the language. But since speaking isn't tested in the National Examination, it's frequently overlooked in English classes. Since there is extremely little time available, speaking requires a lot more practice, which makes it difficult for teachers to teach. Additionally, the kids don't get many opportunities to practice speaking in public outside of the classroom. Eight (VIII) Class SMP Muhammadiyah 61 Tanjung Selamat experienced certain challenges in developing their speaking abilities, according to observations and interviews. The students' lack of motivation to practice speaking English is the primary factor. The kids' participation in the class activities demonstrated this. In place of English, the kids spoke Javanese and Indonesian the most in the classroom. It was as a result of their lack of confidence to communicate in English.

Additionally, the students were terrified of speaking incorrectly when using English. They have trouble pronouncing words in English. Despite their constant ability to use dictionaries to determine the meaning of words, they seldom ever carried dictionaries with them. Additionally, they favored working in groups than working alone, but based on what the class observed, they did not really work in groups. Most students talked only with their pals. The instructor did not make an effort to help the students behave in groups. By examining the teaching and learning process vignette and the teacher interview, several issues are discovered. The kids will be involved in the first issue. The students lack confidence while speaking in English. There are several elements that impact this. To begin with, they had a restricted vocabulary. The second reason is that they are averse to pronouncing words incorrectly and using incorrect grammar. The students were reluctant to communicate in English for these reasons. Instead of using English in the classroom, they speak Javanese and Indonesian. The students enjoyed being part of groups. They don't work seriously, though. This is demonstrated by the fact that, when the teacher assigned group work, many of the students chose to merely talk and engage in other activities rather than completing the assigned work. When working in groups, the kids don't seem to be taking any responsibility. The process of teaching and learning was the subject of the following issue. Students were less motivated to develop their speaking skills in class since the exercises were less engaging and involved. The PPP (Presentation, Practice, and Production) method was mostly utilized to teach English, but it was very teacher-centered and kept the students passive, especially when it came to speaking. The children were not given the chance to converse in English in the classroom due to the circumstances. Sometimes the kids work in groups, but their organization was lacking. The activity was completed by the groups without the teacher monitoring their progress. For this reason, even in English classes, the students did not speak English frequently. They are not encouraged to communicate in English by the teacher. Nonetheless, students must be able to practice their English in the classroom. Furthermore, because they had little opportunity to practice outside of class, the students are probably going to become reliant on what they learned in the classroom. The media and tools utilized in the teaching and learning process have been highlighted as the last issue. There were no helpful resources accessible in the classroom to facilitate speaking exercises. The emphasis of the textbook is grammar.

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2. RESEARCH METHOD

The researcher attempted to educate students speaking skills through collaborative learning in order to address the described concerns. Collaboration, in the words of Elizabeth E. Barkley in his book Collaborative Learning Techniques

Table 1. Questionnaire item score

No	<i>Favourabel</i> (Positive Statement)		<i>Unfavourabel</i> (Negative Statement)	
	Score	Information	Information	Score
1	4	Always	Always	1
2	3	Often	Often	2
3	2	Sometimes	Sometimes	3
4	1	Never	Never	4

Practice for the pre- and post-tests, The researcher employed a practical exam in this study, which is an evaluation method that asks students to respond with their abilities to complete a task in line with competency expectations.

a) Data Normality Test

Test Normality used for knowing is score for variable distribute normal or no . Partner the hypothesis are :

H₀ : sample originate from population normally distributed

H₁ : sample originate from population distribute not normal

For test partner hypothesis, is used chi- square formula:

$$\chi^2 = \sum \frac{(\text{Observed value} - \text{Expected value})^2}{\text{Expected value}}$$

Observation value
= Expected value

b) T-test

According to Ghazali (2012) to ascertain the impact of single or partial independent factors on dependent variables while maintaining the constant values of the other variables. Each independent variable's level of significance is examined in order to conduct this test. The t test is utilized for hypothesis testing, with the following conditions and the level of significance (or confidence) set at $\alpha = 0.05$:

1. If the likelihood (significance) is greater than 0.05 (α), H₀ is approved and H_a is disapproved
2. If the likelihood (significance) is less than 0.05 (α), H₀ is disqualified and H_a is admitted

Table 2. Quissionare Indicator

A. Variabel Collaborative learning	Always	Often	Sometimes	Never
Interaction between students				
1. Students actively engage with each other, both face-to-face and through online platforms, fostering the exchange of ideas, information, and support.	4	3	2	1

a. There is a lively interaction among students, whether in person or online, where they share ideas, information, and provide mutual assistance.	4	3	2	1
Collaboration in Problem Solving				
1. Students collaborate effectively to identify, analyze, and resolve problems by leveraging their collective knowledge and skills.	4	3	2	1
2. Learners work together seamlessly to recognize, assess, and address challenges using their combined expertise and abilities.	4	3	2	1
Distribution of Tasks and Responsibilities				
1. Students equitably distribute tasks and responsibilities among group members, ensuring each individual contributes significantly toward achieving the group's objectives.	4	3	2	1
2. Task allocation among group members is fair, with each member assuming substantial responsibilities in pursuit of the group's goals.	4	3	2	1
Knowledge-Building Discussions				
1. Learners engage in deep, reflective discussions aimed at constructing knowledge collectively, posing inquiries, presenting arguments, and offering constructive feedback.	4	3	2	1
2. Discussions among learners are characterized by depth and reflection, fostering the collaborative construction of knowledge through questioning, argumentation, and feedback.	4	3	2	1

Perspective Exchange				
1. Students exchange diverse perspectives, experiences, and insights to enhance shared understanding and generate innovative solutions.	4	3	2	1
2. There is an exchange of varied viewpoints, experiences, and knowledge among students to enrich collective comprehension and foster the development of innovative solutions.	4	3	2	1
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B. Speaking anxiety	Indicator			
	Pre-test Post test			

3. RESULTS AND DISCUSSION

Approach this study is with use study quantitative. A number of method researcher do for get data- data which expected . Study use method observe, test practice where these data as following :

Pretest and Posttest Test Results Pretest dan Post test

Table 3. Pre-test and Post Test

No	Name	Pretest	Posttest
1	Akbar	50	75
2	Arifah	40	90
3	Arya	62	83
4	Asri	37	70
5	Aulia	43	70
6	Cut	43	70
7	Ersya	35	70
8	Galih	45	85
9	Hafidzah	35	75
10	Inayah	30	75
11	Keyla	30	75

12	M. alief	35	75
13	M. ibnu	68	78
14	M. fahrur	56	75
15	M. rayhan	47	78
16	M. arif	48	76
17	Najwa	48	78
18	Nurul	48	75
19	Raffa	45	79
20	Rizky	45	70
21	Siti Zahara	45	75
22	Syazwina	45	78
23	Tania	50	85
24	Zaskia	44	85
25	Zahran	60	90

The table above shows that there was a change in the scores of the students VIII-1 who are in the research control class after the collaborative learning test was carried out on students in reducing anxiety in learning English. After the collaborative learning was carried out, the respondents' scores increased significantly, it can be seen that the average pre-test score is 45,36 while the average the post-test average is 77,4.

Table 4. Pretest and Post Test Class VIII-2

No	Name	Pretest	Posttest
1	Aisyah	47	60
2	Andika	45	75
3	Aqib	55	80
4	Arini	57	85
5	Tri Sartika	50	87
6	Buana	50	75
7	Fahrezi	43	70
8	Malahayati	60	80
9	Keyzi	43	70
10	Naifah	75	90
11	M. rafa	35	70
12	M. satria	45	78
13	Said	37	70
14	Azami	62	83

(Dewi Juni Artha)

15	Mirza	35	70
16	Nabil	40	60
17	Ummul	30	70
18	Nur	55	78
19	Radit	30	70
20	Raisah	50	75
21	Akbar	40	65
22	Safa	60	80
23	Saskia	75	85
24	Sofiah	70	90
25	Soraya	45	78
Average		49,37	75,76

The table above shows that there was a change in the scores of the students VIII-2 who are in the research experimental class after the collaborative learning test was carried out on students in reducing anxiety in learning English. After the collaborative learning was carried out, the respondents' scores increased significantly, it can be seen that the average pre-test score is 49,37 while the average the post test average is 75,76

Normality test

Before writer do Paired Sample T-Test Analysis , author need ensure the data will be processed to pass the Normality Test . In research this is the test used using the Kologomorov -Smirnov Test because amount sample between 20-2000 Basis of Collection Normality Test decision using Kolmogorov smirnov as following :

- a) If the Sig value . < Research Alpha (0.05), then the data is no normally distributed
- b) If the Sig value . > Research Alpha (0.05), then the data is normally distributed

Table 5. Test Homogeneity of Variance

		Levene Statistics	df1	df2	Sig.
Learning outcomes	Based on Mean	3,423	1	48	.070
	Based on Median	3,181	1	48	.081
	Based on Median and with adjusted df	3,181	1	47.948	.081
	Based on trimmed mean	3,505	1	48	.067

Table above show homogeneity test value For second variable value the sign is 0.700 and 0.81 shows that the data is homogeneous because mark significance > 0.005 . This matter show that in study This No there is similarity variance from moderate variable tested .

Hypothesis testing

Testing of hypotheses is done Accept or reject the assertion that has been made in order to test the veracity of something in a statistically meaningful way. The t test is used to test hypotheses. The study employed the t-test. This test, known as the paired t-test, is used to determine whether there is a difference between the means of two samples, or two groups, in pairs or related. The paired sample t-test guidelines for making decisions based on that are:

- If value probability or Sig. (2-tailed) < 0.05 , then H1 is accepted .
- If value probability or Sig. (2-tailed) > 0.05 , then H1 is rejected

Table 6. Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	50	.608	.000

Based on *Paired Samples Correlations* output obtained sig value (2 tailed) is $0.000 < 0.05$ then can concluded there is effect collaboration learning for class pre-test experiment with experimental post-test in reduce worry student in learn English.

Table 7. Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pret est - post test	-29,220	8,922	1,262	-31,756	-26,684	23,158	49	.000

Considering the output matched samples Test results were obtained With the t value of 23.158 and the two-tailed sig value of $0.000 < 0.005$, it can be inferred There is a difference between the class pre-test control and post-test control in terms of average outcomes capacity to cleanse students for research. This acknowledges the theory that there The impact of collaborative learning exercises on speech anxiety reduction.

There any significant effect of using collaborative learning to reduce student anxiety SMP Muhammadiyah 61

Considering the output matched samples test results were obtained with the t value of 23.158 and the two-tailed sig value of $0.000 < 0.005$, it can be inferred There is a difference between the class pre-test control and post-test control in terms of average outcomes capacity to cleanse students for research. This acknowledges the theory that there The impact of collaborative learning exercises on speech anxiety reduction. Yes, there is significant evidence that using collaborative learning can help reduce student anxiety. Several studies have shown that collaborative learning strategies can effectively alleviate anxiety in students, particularly in English as a Foreign Language setting. These studies highlight that collaborative learning can create a supportive environment where students feel more comfortable and less anxious about speaking and participating in class discussions. This is accomplished by members of the group developing a feeling of

community, exchanging ideas, and supporting one another. For example, a research by Suwantarathip & Wichadee discovered that when group members assisted them in their learning, students felt less nervous, which promoted a sense of camaraderie and relaxation in the classroom (Suwantarathip & Wichadee, 2014).

Similarly, another study by Novitasari showed that collaborative learning activities can minimize students' speaking anxiety because they are motivated to more actively participate in class (Novitasari, 2019). Harmer's findings are corroborated by the fact that group work greatly expands students' speaking chances and gives them more opportunity to express differing viewpoints (Harmer, 2010). Additionally, the study by Dina found that cooperative learning can reduce students' anxiety in learning English by providing a nonthreatening, supportive environment (Dina, 2022). Students can feel more at ease and articulate more actively in class discussions in this setting, which can help them become less anxious and improve their language abilities. All things considered, the research points to collaborative learning as a useful tactic for lowering student anxiety, especially in EFL contexts. By fostering a supportive environment and encouraging active participation, collaborative learning can help students feel more comfortable and confident in their language abilities, leading to improved learning outcomes and reduced anxiety.

Effect of using collaborative learning to reduce student anxiety at SMP Muhammadiyah 61

The use of collaborative learning has been found to significantly reduce student anxiety in various studies. Collaborative learning strategies create a supportive environment where students feel more comfortable and less anxious about speaking and participating in class discussions. According to the Yerkes-Dodson law, students who experience mild anxiety may do better in classrooms that use active learning, particularly when the work is easy or routine. Consequently, raising anxiety levels in students might serve as a means of encouraging them to come to class, do a worksheet, or read the textbook. Nonetheless, as demonstrated by students' GAD scores, general anxiety levels among students can range significantly, thus raising anxiety levels across students may have varying effects due to their varying degrees of generalized worry. Consequently, it is crucial to take into account how increasing anxiety may affect students differently, particularly those who are known to have higher levels of anxiety, like females and lower-performing students, if an instructor wants to increase student motivation, especially for a task that requires cognitive skill. To learn more about how students' performance is impacted by mild anxiety, more study is required. As it has been demonstrated that elevated anxiety levels have a detrimental effect on students' performance and retention in STEM, imply that, in order to improve student motivation, instructors should think about adjusting other elements that have been demonstrated to do so without having a detrimental effect on retention or performance, such as raising teacher immediacy. Examine the connection between student anxiety and active learning strategies in an effort to provide teachers advice on how to reduce excessive anxiety levels in their classes. There was a chance that the three active learning strategies this study examined—cold calling/random calling, group projects, and clicker questions—would make students feel more anxious. One concept that underlies students' accomplishment anxiety during active learning activities has been identified: fear of unfavorable assessment. Because clicker questions and group projects were perceived by students as helpful in their scientific learning, they also had the ability to reduce anxiety in them. Our research has shown some features of clicker questions, group projects, and cold calling or random calling that may have an adverse effect on students' anxiety levels. We anticipate that these discoveries may assist educators in designing more inclusive, active learning science classrooms.

4. CONCLUSION

The results showed that collaborative learning activities can significantly reduce the level of speaking anxiety among students of class VIII of SMP Muhammadiyah 61. Social Interaction The working in groups, students have the opportunity to interact informally, exchange ideas, and build confidence through social support from peers. Supportive Learning Environment, A more collaborative classroom atmosphere creates a more inclusive and supportive learning environment. Students feel more comfortable to express themselves without fear of negative judgment. Participatory and Active Learning, Collaborative learning encourages a more active and participatory approach to learning. Students are not passive recipients of information, but active participants in the learning process. Overall, this study concludes that the use of collaborative learning activities is an effective strategy to reduce speaking anxiety among students. The implementation of this method in the learning process can bring a positive impact not only on anxiety reduction, but also on improving students' social and academic skills. This study also recognizes some limitations, including the limited sample size and variations in the implementation of collaborative activities across different classes. Therefore, further research with larger samples and more rigorous designs is needed to strengthen these findings and further explore the mechanisms behind the positive influence of collaborative learning on speaking anxiety. And the last By implementing these suggestions, teachers can create a more collaborative, supportive and effective learning environment in reducing speaking anxiety among students. Besides

improving speaking skills, this approach can also enrich students' overall learning experience and equip them with important social skills for the future

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