THE EFFECTIVENESS OF THE COLLABORATIVE LEARNING APPROACH APPLIED AT THE ENGLISH MATRICULATION PROGRAM IN IMPROVING STUDENTS' SPEAKING ABILITY

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Abstract. English Matriculation Program is one of the programs of the Faculty of Letters, Sawerigading University Makassar in which Collaborative learning approach was applied to assist the new students to improve their English competence. The major purpose of this program was providing services to equip students to be able to speak English fluently. In this evaluative study, the researcher collected data relating to the collaborative learning approach applied at the English matriculation program. The data collection was related to the learning process, the participating students as well as the supporting and inhibiting factors in implementing this approach. From the result of this evaluative study the author figured out that the Collaborative Learning Approach applied at the English matriculation program could assist the students to improve their English skills well. However, the other goals should be added in order that the method can suit the needs and the interests of the students.

Keywords: Collaborative Learning Approach, Evaluative Research, English Matriculation Program

INTRODUCTION

The emergence of the idea for the English Matriculation Program started with the large number of students from the Faculty of Letters, Sawerigading University, Makassar, who did not have maximal English competence yet. Mastering English is one of the main targets for students of the Faculty of Letters, University of Sawerigading, but it cannot be denied that there are still many students who are already in the last semester or even have completed their studies, but they have not been able to speak English well yet. So it is necessary to hold a training to form the basic English skills of the students, especially the new students in order that such problem will not happen in the future.

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

145

The English Matriculation Program was formed to improve the English language skills of the students of the Faculty of Letters, University of Sawerigading Makassar, especially speaking skills for the new students. English must be mastered by the students before they complete their studies and one of the requirements for completing their studies is by having a minimum TOEFL score 500 as a reference to see their English language skills.

The English Matriculation Program is also expected to help them to be able to compete in the global market of the ASEAN Economic Community. Aside from being an English proficiency improvement program, this program can also be a reference as a first step to form other English language extracurricular activities such as SETTING (Saturday English Meeting) which will be handled by the senior students in the coming years to guide their juniors by forming an English community within the internal campus of Sawerigading University Makassar.

This program is also a first step for bridging or equalizing students' knowledge of English material in order that in attending lectures in the third semester and above, they can follow lectures easily because most learning activities are carried out in English such as papers presentation, writing essays, micro teaching, TOEFL/IELTS/TOEIC courses, and other subjects, most of which have references in English. In addition, most of the students from the Faculty of Letters, Sawerigading University Makassar come from high school/vocational high school/Package C graduates from outside the city who have different school backgrounds with poor basic English skills. To overcome the problem, it is necessary to give them English language training starting from the basic program so that later students from any school graduates can attend lectures properly.

To answer all the challenges above, it is necessary to have a learning method that is considered effective which can be applied in this English matriculation activity. Collaborative learning approach is a method that is considered able to overcome these problems. Therefore, this method was tried to be applied in this English matriculation activity to find out its effectiveness in improving students' speaking skills in a form of evaluative research.

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

146

In this evaluative study, the researchers collected data to find out how far the collaborative learning method applied in English matriculation can help improve the speaking skills of students of the Faculty of Letters, Sawerigading University, Makassar. In addition, the researchers also identified learning documents to evaluate these activities as well as the supporting and inhibiting factors that influenced the program.

Research Method

The focus of the evaluation of this research is the program objectives, the learning process, student assessments and the supporting and inhibiting factors of the program. Each of these evaluation focuses has indicators to measure the English matriculation program. In addition to determine the focus of the evaluation, the researcher developed research instruments such as questionnaires, observations and interviews. The instrument is used to find out data from the point of view of researchers and respondents (tutors and students). After determining the instrument, then the data is collected through the instrument. From data processing it can be seen whether the goals, learning process, student assessments have been successful or not. Supporting and inhibiting factors are also described and all data is analyzed quantitatively and qualitatively. Then all data that has been processed is reported and published.

The subjects of the research were the students who took part in the Language Matriculation. The Language Matriculation Program at the Faculty of Letters, Sawerigading University, Makassar, only started this year in 2022 by applying collaborative learning methods from elementary to pre-intermediate levels. While the data collection for this research was through the process of observation, questionnaire results, interviews, and a collection of notes for each action. The research data includes data related to efforts to improve English skills through the collaborative learning method. The instruments used to obtain accurate data in this action research are questionnaires, tests, observations (observations), interviews (interviews) and diaries. In the questionnaire (questionnaire), there are two types of questions, namely open and closed questions. In closed questions, students fill in

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

147

yes/no answers with brief explanations. Meanwhile, open-ended questions contained several questions to explore students' opinions and expectations about the Language Matriculation program. This questionnaire is used to find out interests, needs and opinions on the Language Matriculation program in writing.

Observations were made to observe the learning process using a collaborative learning approach and classroom management. Observations were carried out during the learning process and classroom management. This observation is related to student activity during class and student learning processes. Then, interviews were focused on students participating in this program to find out their interests, needs and opinions orally. The results of the interview were explained by the researcher in writing. While the diary is used as notes during the learning process. This record is very important to obtain data in writing and as a special data record at each meeting.

The results of the collected data were categorized into five categories, namely very good category with a percentage of $80 \leq X \leq 100$, good category with a percentage of $60 \leq X \leq 80$, sufficient category with a percentage of $40 \leq X \leq 60$, poor category with a percentage of $20 \leq X \leq 40$ and very less with a percentage of $20 \leq X \leq 40$. The percentage of implementation of this program refers to Widyoko (2009, 242). The table of the percentage of program implementation is as follows:

Table (1) Percentage of Program Implementation

No	Percentage(%)	Category
1.	$80 \leq X \leq 100$	Very good
2.	$60 \leq X \leq 80$	Good
3.	$40 \leq X \leq 60$	Enough
4.	$20 \leq X \leq 40$	Not enough
5.	$0 \leq X \leq 20$	Very less

(Source: Eko Putro Widoyoko, 2009: 242)

To produce the percentage of ratings, researchers use the formula. The data obtained by the researcher is processed using a formula so that it will be easily categorized. The formula used is as follows:

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

148

$$k = \frac{\text{Score each aspect}}{\text{Maximum score for each aspect}} \times 100\%$$

Research Results and Discussion

The following is the data collected from the Language Matriculation Program. In the application of collaborative learning in the Language Matriculation program, there are four skills taught in class, namely listening, speaking, reading and writing skills. In this program, material on speaking skills is more dominating than the other three skills. This exchange of information can be categorized into talks as interaction, transactions and performance. In this program, the emphasis is on Talks as Interaction to improve students' Speaking skills. Talks as Interaction one of which is the conversation in pairs or in groups displayed by students in class. The learning process in pairs and in groups helps students to improve their speaking skills.

Collaborative learning in the Language Matriculation program implements the Three Step Interview method as a classroom learning method. The following are the learning steps using the Three Step Interview:

1. The lecturer forms several groups. Each group consists of four people.

2. The lecturer divides each group into two small groups (in pairs).

3. The lecturer gives roles to students in each pair, namely the role as interviewer and interviewee.

4. The lecturer gives the interviewer the opportunity to ask the interviewee about the theme that has been determined.

5. The lecturer gives commands to students to change roles with their partners. The interviewer becomes the interviewee, and vice versa.

6. Lecturers ask students to share information or present their ideas to other pairs in small groups.

7. The lecturer asks several students to come forward and convey the results of their interviews or ideas to all class members.

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

149

The Language Matriculation Program was formed in September 2022 by the Faculty of Letters, University of Sawerigading Makassar. This program was conceptualized by the author who is a senior lecturer at the Faculty of Letters, University of Sawerigading Makassar with full support from the Dean of the Faculty of Letters. The aim of this program is to provide services to students to build a strong foundation of their English language so that later they can properly attend lectures in semester three and above. In addition, the results of the comprehensive examination as a whole showed that students of the Faculty of Letters, Sawerigading University, Makassar did not master English well. So, this program was formed, the formation of this program has not fully obliged new students to take part in this program.

The aim of this program is also for students to be able to compete in the global market by mastering foreign languages. By not withdrawing funds from students means not burdening students. This method is quite efficient because the presence of students is an indicator that this new program can run.

Based on the observation results, the purpose of applying collaborative learning in this language matriculation program has not fully reached the good criteria. The purpose of collaborative learning in this new program is to focus on improving student abilities. While the output of collaborative learning in this program is not very significant, students' English skills are still limited or still at the basic level, they are not fluent in expressing their opinions in English. Need extra effort to reach the advanced level. But they already have a good foundation as capital to be able to actively participate in lectures in the next semester. The aim of a program should be the long arm of the vision and mission of the Faculty of Letters, University of Sawerigading Makassar, namely that students are able to compete in the global market. The existence of a revision of the objectives of this program is very important for the sustainability of the program. The following are the results of observations made by researchers:

Table (2) Assessment of Program Objectives

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

150

No	Number of new students		Total
	English Education	English Literature	
1.	25	25	188

The Faculty of Letters, Sawerigading University Makassar has two study programs, namely English Literature and English Language Education. Out of a total of 50 new students for the 2022/2023 academic year, only 23 students took part in this language matriculation program. Because there is no obligation to take part in this program, the number of students participating in this program is small. There needs to be the right technique so that many students join this program.

The enthusiasm of students to learn and improve their English skills is still low. Some students are not so eager to gain knowledge through this activity to improve their English competence. This can be seen from their presence in class, some of them are not very active and disciplined in following learning. Some sometimes don't come and some are often late for various reasons. Even though attending lectures, graduation requirements, becoming an English teacher, applying for scholarships or even the requirements for participating in certain training require and require good English skills.

On the results of the questionnaire, the researcher evaluated the program registration process. The campus of the Faculty of Letters, Sawerigading University Makassar has students from SMK/SMA/Packet C graduates who have different educational backgrounds, as well as the English language skills of each school graduate. It is possible for students with an educational background to graduate from high school and vocational school to have a basic level of English compared to students who graduated from Package C. It would be better if a placement test was held to classify students according to their English ability. This test is given to all students at the Faculty of Letters, University of Sawerigading Makassar, so that the faculty knows English language skills accurately. After mapping students' English skills, the Faculty can classify students into assessments that show very good, good, adequate and poor results. For students who have very good and good abilities, they are not required to take part in this program. On the other hand, those who have

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

sufficient ability and lack English proficiency are required to take part in this program. This program does not attract funds from students because the funding is borne by the Faculty.

Evaluative Research also evaluates the learning process. In the learning process, the tutor provides modules for students to duplicate. At the end of the meeting, the tutor gives assignments to students to make writing that is presented in front of the class with themes that have been discussed in class. Each student chooses a different theme to write about and present. In general, the learning process that takes place in this program is the same as lectures. Learning takes place in the classrooms of the British English School, one of the Faculty of Letters' partners in developing English and a place for student internships in teaching English, where the course institution belongs to the lecturer in the Faculty of Literature and is also the person in charge of this activity.

Table (4) Assessment of the Learning Process

No	Aspect	Results	Criteria
1	Classroom learning methods	67 %	Good
2	Rating method	50 %	Enough
3	Student participation	44 %	Enough

From the results of the interview with the tutors, the researcher gave several questions which the tutor responded well. The educational background of the tutors is in accordance with the criteria determined by the Faculty of Letters, University of Sawerigading Makassar. They have master education degrees with English education qualifications that fit this program. They also use cooperative learning techniques so that the class is not monotonous and students are interested in participating in learning. The techniques they apply are in accordance with the components needed in cooperative learning. One of the techniques they applied was the three step interview. This technique motivates students to learn speaking effectively.

From the results of the interviews with the students, they are quite motivated to learn Speaking. They have a strong will to continue learning in order to

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

152

improve their speaking skills and make it easier for them to carry out tests on campus or off campus that require English proficiency. In addition, the techniques used by tutors are enough to inspire students majoring in English education to apply these techniques to their students in the future. However, there are some students who lack self-confidence which hinders them from being involved in the learning process. This lack of self-confidence arises because these students are not easy to get along with and do not easily adapt to new environments. It is better if this program also holds a personal approach to each student or to students who have personal problems.

The observation results of this study explain that there is a test to measure students' abilities. In the test, students make writing that is presented in front of the class. The percentage theme is determined by the tutor. The tutor conducts an assessment using a speaking rating scale which consists of components of fluency, prunounciation, general impression, vocabulary and percentage content. Judging from the results of the assessment, of the twenty-three students who took part in the program, only eighteen students took the final test. With writing tests and percentages in front of the class, it was found that students were indisciplined in carrying out the tests. To avoid student indiscipline during the test, the administration of the test should provide other alternative tests such as online tests by making percentage videos which are uploaded to social media. Tests should be carried out face-to-face and online so that students who cannot attend class can present their essays in the form of making videos online to find out students' abilities directly. By using videos, students get plenty of time to prepare for tests so that if they are unable to take the test, they can still take the exam.

The material provided in this program is twenty meetings per level per month and this activity lasts for 3 months (60 meetings or 3 levels). The materials provided at each level can be seen in the syllabus table below.

Tabel (5) Conversation 1 (Basic 1) Syllabus

Meet	Vocabulary & Grammar Presentation	Meet	Conversation & Speaking

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

1.	- Student Commitment - Classroom Languages - Getting to know you		
2.	- Family members - Tobe (am/ is/ are)	3	My Family
4.	- Clothes & verbs+ing - Present Continuous Tense - What are they doing?	5	Miming game What is the family doing?
6.	- Daily Routines & Time - Simple present Tense (Positive)	7	What time is It?
8.	- Household chores - Simple present Tense (Negative)	9	My housework activities
10.	- Free Time Activities - Simple Present tense (Yes/No & Information Questions)	11	My Leisure time activities
12.	- Part of body & Physical appearance - Past Tense To be (Was/Were)	13	My childhood memories
14	- Irregular Verbs & Regular Verbs - Simple Past Tense (Positive and Negative)	15	My last Vacation
16	- Simple Past (Yes/No & Information Question) - My unforgettable Experiences	17	Listening to music
18	Watching Movie	19	Writing Test
20	Speaking test - My unforgettable vacation		

Tabel (6) Conversation 2 (Basic 2) Syllabus

Meet	Vocabulary & Grammar Presentation	Meet	Conversation & Speaking
1.	- People around the world	2	Days of the week
3.	- Things at home - There is/there are	4	Home sweet home
5.	- Products in the department store, Minimarket, traditional market - Prices (how much) - Market Game (role play)	6	Going Shopping
7.	- Kind of food - Like and Dislike - Role play (waiter & waitress) - Healthy Breakfast	8	Healthy food
9.	- Adjectives - Personalities and Feeling	10	My Own Attitude
11.	- Occupations (hangman)	12	My dream job

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

154

	- Adverb of frequency - What am I Quiz?		
13.	- Public places around the town - What place is it? (guessing game) - Directions (searching the moon)	14	My Home Town
15	Memory game my Aunt is from Wumalaullo Australia Like and dislike	16	Watching TV
17	- Listening to music	18	Watching Movie
19	Writing Test	20	Speaking Test

Tabel (7) Conversation 3 (Pre Intermediate) Syllabus

Meet	Grammar Presentation	Meet	Conversation & Speaking
1.	Pronouns	2	My educational background
3.	Tobe am,is,are/was,were	4	Learning Style
5.	Present continuous VS simple present	6	Best Friend
7.	Present continuous and simple present for future meaning	8	How to stay Healthy
9.	Simple past	10	Social Media
11.	Past Continuous Tense	12	Food for Thought
13.	Future will and begoing to	14	Future Arrangement
15	Present perfect	16	Travelling
17	I want to do and I enjoy doing	18	Watching Movie
19	Writing Test	20	Speaking Test

After the research made observations, each of these materials had been implemented. In practice, each unit is carried out in one meeting with a duration of ninety minutes. With a duration of one hour and a half it is not enough for students to practice speaking so it would be better if the duration was increased to two hours. The implementation of this program is also held five times a week. According to the observations of researchers, five times a week with 90 minutes per day is not enough for students to improve their speaking skills. At least twice a day intensive from Monday to Friday with a duration of two hours in each meeting.

In data processing, there are ranges of values, namely one, two, three and four. At a value of one describes the assessment of the indicator is not good, two describes the assessment is quite good, three describes the assessment of the good

The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

155

indicator and four describes the assessment of the indicator is very good. Each objective evaluation instrument, learning process, English proficiency, supporting and inhibiting factors have their own indicators.

Table (8) Assessment of Supporting and Inhibiting Factors

No	Aspect	Results	Criteria
1	Tutors qualification	80 %	Good
2	Learning facilities	60 %	Enough
3	Student	35 %	Less

Conclusion

From the results of evaluative research, several conclusions can be drawn as follows:

1. The goals of collaborative learning that are applied to this language matriculation program to improve students' English skills are well achieved. However, other objectives need to be added so that the program objectives are in accordance with the needs and desires of students.

2. The learning process for this program is quite good by involving students, students' oriented learning so that students are active in learning.

3. Improving students' ability in speaking mastery has not shown very good results.

4. Supporting factors from the faculty, facilities and teaching materials are very good.

5. Inhibiting factors such as the duration of time and attendance of students who are not disciplined are not good enough.

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The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

156

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The effectiveness of the collaborative learning approach applied at the English matriculation program In improving students' speaking ability – Syamsuddin (page.145-157)

157