

## **Chapter One**

### **Introduction**

This study discusses about the correlation between English Language Education Department (ELED) students' attitude in collaborative learning approach towards their speaking skill score. In this chapter, the researcher provides the background of study, statement of problem, delimitation of the problem, research questions, objectives of the research, significance of research, and the organization of the chapter.

#### **Background of the Study**

One of the most crucial English skills which need to be mastered by students is speaking. Speaking is an activity done by everyone every day. In English Foreign Language (EFL) context, students speaking is part of their daily activities. Speaking is an ability that is used in everyday life, and much repetition involves the speaking ability (Al-Tamimi and Attamimi, 2014). Language learners often measure their language learning success based on how well they have developed their ability to speak a language. Every human needs to communicate with others when they want to say something and give the information. Leong and Ahmadi (2017) claimed that speakers apply the language according to their own purposes. Speakers use the language when they want to communicate, and the language used depends on whom the speaker speaks to. Therefore, speakers should be simultaneously speaking for effective communication.

There are many learning approaches that can be used by the teachers to enhance students' speaking skills. Some examples of learning approach that can be used by the teacher are cooperative learning, collaborative learning, blended learning, and

autonomous learning. Among those learning approach that mostly used by many teachers today is collaborative learning approach. In the context of teaching in educational field, there are growing appeals for the application of collaborative learning approach. The reason why the researcher chooses collaborative learning approach than any other approach is because the activities carried out during the class give the learners many opportunities to practice speaking which then led to their speaking skill improvement. Collaborative learning approach has been widely researched and advocated throughout the professional literature. Collaborative learning approach is a teaching and learning educational approach that involves groups of students working together to solve a problem, complete a task, or produce a product. (Laal and Laal, 2012). Collaborative learning refers to a method of teaching in which students at different levels of achievement work together in small groups towards a common goal (Gokhale, 1995). Collaborative learning is classroom learning by transforming students from passive information receivers provided by an experienced teacher to active knowledge-building agents (Goodsell, 1992). According to Kumala and Pandonge (2020), “collaborative learning is an instructional method in which students’ team together on an assignment” (p. 51). In addition, Gokhale, (1995) stated that proponents of collaborative learning claim that the active exchanges of ideas within small groups does not only increase interest among the participants but also enhance student speaking skill.

Existing studies said that students’ speaking performance increase and students also show positive feedback from the students on the use of collaborative learning activities (Pattanpiche, 2011). In addition, Novitasari (2019) revealed that the implementation of collaborative learning was perceived positively by the learners.

Therefore, the researcher wants to find out whether there are similarities in the results of different research settings.

Despite a number of studies concerned with the correlation between attitude and speaking skill, the issue of the correlation between students' attitude in collaborative learning approach towards their speaking skill score has not been sufficiently addressed. An English Language Education Department (ELED) of a private university in Yogyakarta has been implementing collaborative learning in the teaching and learning process. The researcher is interested in conducting research on the correlation between students' attitude in collaborative learning towards their speaking skill score. The researcher plans to do this study at English Language Education Department of a private university in Yogyakarta. Finally, the title of this research is "The Correlation between English Language Education Department Students' attitude in Collaborative Learning Approach towards Their Speaking Skill Score".

### **Identification of the Problem**

In collaborative learning, many things can affect the success of collaborative learning such as student activity, the material discussed in collaborative learning, the media used, the number of group members in collaborative learning and including students' attitude. There are two types of attitudes, positive attitude and negative attitude. Both positive attitude and negative attitude have a strong impact on the success of learning English. The most widely used English skill in collaborative learning is speaking. Students' speaking will be successful if they master several things, such as grammar, pronunciation, fluency, accuracy and vocabulary. students speaking skills will be hampered if they do not have good self-confidence and a supportive environment.

There are numerous problems which might be appeared in the implementation of collaborative learning. First, collaborative learning is wasting time. According to the finding of study that done by Pattanpichet (2011), the students agree that explaining things to the others is a waste of time. Second, difficulties were found in getting cooperation. Taqi and Al-Nouh (2014) stated that students in one group may struggle to interact with one another, or they may not take their work seriously because they do not have a teacher on their heads. Third, because of the various learning approaches, students in the heterogeneous community are more likely to have their own opinions and find it difficult to achieve a consensus, resulting in lower learning performance (Kuo et al., 2015). Novitasari (2019) also found that significant issue faced during the implementation of the collaborative speaking technique was how to reach group consensus. This occurred due to a variety of factors, including students' different perceptions of the instructions, each individual's background information, and the methods they used to complete an assignment. Based on the previous study, the results showed that EFL students have a positive attitude towards learning English and that there is a positive correlation between attitude and speaking proficiency.

### **Delimitation of the Problem**

Numerous studies have been conducted on the correlation between attitude and speaking skills; nevertheless, there is yet to be a comprehensive study on the correlation between students' attitude in collaborative learning approach and their speaking skill score. In this study, the researcher focuses on the correlation between ELED students' attitude in collaborative learning approach towards their speaking skill score. An English Language Education Department of a private university in Yogyakarta has been

implementing collaborative learning in the teaching and learning process. To make this research more detailed, the researcher limits the problem. The first one is the researcher only discusses about ELED students' attitude towards collaborative learning. The second is the researcher investigates ELED students' speaking skill score. The researcher wants to find out the correlation between students' attitude in collaborative learning and students' speaking skill score.

### **Research Questions**

In this study, the researcher formulated the research questions. The research questions are presented below:

1. How is the ELED students' attitude towards collaborative learning approach?
2. How is the ELED students' speaking skill score?
3. What is the correlation between ELED students' attitude in collaborative learning and students' speaking skill score?

### **Research Objectives**

Based on the research questions above, the purposes of the research are:

1. To investigate the ELED students' attitude towards collaborative learning approach.
2. To investigate the ELED students' speaking skill score.
3. To identify the correlation between ELED students' attitude in collaborative learning and students' speaking skill score.

### **Significance of the Research**

This research is expected to provide benefits for teachers, students, the future researchers, and the department. The explanation is presented below:

### ***Teachers***

The researcher hopes this research can be useful for English teachers. Teachers can take advantages from this research such as they can get the information and new knowledge to make various teaching approach that can improve their teaching. Also, the teachers can look at the result, so the teacher can choose whether or not to use collaborative learning in their class.

### ***Students***

The results of this study will benefit the students. This research provides the knowledge about the students' attitude collaborative learning towards students' speaking skills. The researcher hopes this research can motivate students to learn speaking. So that collaborative learning can be a consideration whether students want to use it to improve their speaking skills or not.

### ***Future Researchers***

This research might be useful for other researchers. With the existence of this research, the future researchers can use the result of this research as the references if they want to do any research under the same topics. Also, the researcher expects that this research can help the future researchers to find out whether there is a correlation between students' attitude in collaborative learning approach towards their speaking skill score.

### ***English Language Education Department***

This research will benefit the English Language Education Department. This research is expected to be able to help the department to adjust an effective approach to improve students' speaking skills. Thus, students can improve their learning process and provide meaningful achievements for the department.

## **The Organization of the Research**

The aim of this research is to find out the correlation between ELED students' attitude in collaborative learning towards their speaking skill score. This research has three research questions those are, "how is the ELED students' attitude towards collaborative learning approach?", "how is the ELED students' speaking skill score?" and "what is the correlation between ELED students' attitude in collaborative learning and students' speaking skill score?". The objectives of this research are, to investigate the ELED students' attitude towards collaborative learning approach, to investigate the ELED students' speaking skill score and to identify the correlation between ELED students' attitude in collaborative learning and students' speaking skill score.

The first chapter of this research is the introduction. The introduction discusses about the background of the research, identification and delimitation of the problem, research question, objectives of the research and significance of the research. The second chapter of this research are discussing about the literature review and the review of related study. In the literature review there are several topics that need to be discussed.

The third chapter of this research is discussing about the methodology of the research. Methodology is about the way to collect the data for this research. This research is a quantitative research design. The method under quantitative research design which will be adopted by the researcher is correlation research design. The type of correlation research which will be used by the researcher is prediction research design. For the first research question the researcher will use questionnaire, and for the second research question will use document analysis. The participants of this research

are students of English Language Education Department in Listening and Speaking for Formal Setting course.

The fourth chapter of this research here discussing about findings and discussion. There are three main findings. Those findings are the ELED students' attitude towards collaborative learning approach, the ELED students' speaking skill score and the correlation between ELED students' attitude in collaborative learning and students' speaking skill score.

The fifth chapter of this research are discussing about conclusion of the research. All of the findings will be summarized in a simpler and clearer conclusion related to the research problem. In addition, the researcher will make recommendations to the readers related to this research.



