

## Collaboration for Progress: Students' Perspectives on Collaborative Learning in English

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### ABSTRACT

This research aims to explore the perceptions of eleventh grade students at SMA Utama 2 Bandar Lampung regarding the use of collaborative learning in an effort to improve their English-speaking skills. English speaking skills are a key element in the language learning process, and collaborative approaches have become a growing subject of research in educational contexts. Using a qualitative approach, data will be obtained through in-depth interviews with students who have been involved in collaborative English learning sessions. The results of this research will provide in-depth insight into how students perceive the effectiveness of collaborative learning methods, their comfort level in participating in this learning, and the factors that influence their collaborative experiences. It is hoped that this research will contribute to the understanding of collaborative learning practices in high schools and help educators design learning experiences that are more effective in developing students' English-speaking skills.

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## **INTRODUCTION**

Secondary school English instruction is crucial to preparing pupils for the global communication skills they will need in the future. In an increasingly global work environment, having the ability to speak English fluently has become a skill that is highly desired by many companies. Speaking and understanding English enables them to interact with international coworkers, clients, and business partners. This is supported by Melati et al, (2023) who say that English is not just an international communication tool but is also a skill that is almost always a requirement in various fields of work. Therefore, the importance of developing effective teaching methods to improve students' speaking skills in English cannot be ignored. Proficiency in the English language not only facilitates entry into the workforce but also enhances students' personal growth. Proficiency in the English language can enhance a student's ability to communicate, present, and feel more confident, all of which are beneficial for their personal growth. As stated by Syafitri et al, (2019) Self-confidence is one of the factors for students' success in learning or speaking English. This has a positive impact on their personal development. The ability to speak English well and confidently is a key skill that enables students to pursue higher education, participate in the global community, and achieve broader career opportunities (Anggrahini, 2019).

For this reason, in order to increase student proficiency in speaking English, it is important to develop a synergy between theory and practice in speaking English as well as to design exercises that enable students to speak English in an authentic and contextual setting. In an effort to overcome this challenge, one form of national education development is curriculum change Hulu et al, (2023). Changes to the curriculum ensure that education stays current with the needs of the times, enhance learning, cater to students' interests, modernize teaching strategies, and better prepare students for the future. These factors make curriculum revisions a crucial component of the development of national education. Modifications to the curriculum encourage the community to participate in the process of raising educational standards and enhancing the educational system (Inderawati et al., 2019).

One school that has implemented a collaborative learning strategy to help students become more fluent in English speakers is SMA Utama 2 Bandar Lampung. Collaborative learning is viewed by school as a successful strategy for raising students' speaking proficiency. This is because it is widely believed that through collaborative learning, students can improve their social skills, gain confidence, hear different points of view, practice active speaking, and provide feedback. Schools view it as a useful tool for helping students improve their English-speaking abilities. To fully reap the rewards of this approach, though, one must comprehend how this school's eleventh grade students process and interpret their collaborative learning experiences. This research will be done to understand this (Makarim, 2019).

Comprehensive understanding of students' opinions and perceptions of this teaching approach will be possible through qualitative research. The findings of this study will support educators in creating more successful teaching strategies and will add significantly to the body of knowledge in the field of

education about collaborative learning strategies for enhancing high school students' English speaking abilities (Petrus, 2019).

## LITERATURE REVIEW

According to Tarmiji et al, quoted from (Slamet in Rosita et al., 2020) perception is a process involving the entry of messages or information into the human brain. In this process, sensory stimuli, such as light, sound, or touch, are converted into nerve signals that are transmitted to the brain. In the brain, this information is then processed and interpreted so that we can understand and respond to the world around us. This process is very subjective because it is influenced by personal factors, previous experiences, and context, which makes each individual have a unique perception of the same stimulus (Resmini, 2019). Constructivism theory stresses that perception is an active cognitive process in which people actively try to give meaning to stimuli and create knowledge rather than merely being a passive recipient of information. In this situation, how one interprets sensory stimuli depends largely on their personal perspective, prior experiences, and current knowledge. Citations to theoretic works by (Vygotsky and Piaget in Rhahima et al., 2021) offer support for the idea that this process entails more than just information reception; rather, it also entails people actively contributing to the formation of their worldview. In other words, constructivism views that perception is not only about what is received through the senses, but also how individuals actively process, construct, and give meaning to that information based on the context of their personal experiences (Yulia, 2020). In this concept, perception is considered the first step in a deeper and more personalized learning process, because it forms the basis for the construction of more complex and contextual knowledge (Pardede, 2019).

Collaborative learning is an approach where students work together and interact in groups. It helps develop social skills, improves understanding of material, encourages critical thinking, increases motivation, and supports learning tailored to individual needs. Collaborative learning focuses on students' efforts to form meaning through social interaction in the learning context. Diana (2020) quotes that this approach is more in-depth than conventional cooperative methods, with its basis in interactional theory which views learning as the construction of meaning through social interaction (Thobroni in Yohana, 2020)

## METHODOLOGY

Qualitative research methods will be employed in this study. Because the goal was to gain a deeper understanding of how students perceive and experience the use of collaborative learning to improve English speaking skills, a qualitative approach was selected. Stated differently, this approach will enable researcher to thoroughly examine the opinions, emotions, and experiences of research participants in order to gain a deeper understanding of their viewpoints. When conducting research to investigate complex phenomenal and comprehend the social context and emotions of the participants, a qualitative approach is frequently utilized. As a result, this approach is appropriate to investigate how students' perceptions of group learning in the context of improving their English speaking skills.

The research aims to understand how eleventh grade students at SMA UTAMA 2 Bandar Lampung "perceive collaborative learning in improving English speaking skills ". There are several ways to collect this information, first, search for data and collect eleventh grade students who have taken classes using the collaborative learning method, second provide student questionnaires, and third, interview students to obtain complete information from the research results. These objectives help in understanding the effectiveness of collaborative learning methods and the factors that influence students' perceptions of them.

## RESEARCH RESULT AND DISCUSSION

Table 1. Result of questionnaire

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Attitude	I believe group discussions are effective in improving English speaking skills, and I have a positive attitude towards their use.	17.25%	58,6 %	20,7%	3,45%
Motivation	My active involvement in group discussions improved my speaking skills, driven by academic goals and high motivation after collaborative learning.	20.4%	62.07%	16.07%	1.13%
Interest	I am interested in developing my English speaking skills through group discussions, with more interest in this method than others.	13.8%	56.9%	25.85%	3.45%
Experience	Group discussions improve English speaking skills effectively; I felt improvement after getting involved in it.	13.8%	60.35%	25.85%	0%

Expectation	I hope that the group discussion method continues to be applied for the development of English speaking skills in schools, with the desired improvement achieved.	27.6%	53.45%	15.5%	3.4%
Novelty	Collaborative learning provides new and interesting experiences and opportunities to explore new ideas in an English context.	22.4%	53.45%	22.4%	1.7%
Sound	Intonation in group discussions helps understand meaning, and during discussions, I focus more on the pronunciation of words.	13.8%	65.5%	17.25%	3.45%
Size	I am more expressive in group discussions, especially when explaining large objects.	17.2%	51.7%	27.6%	3.4%
Background	Background knowledge influences learning in group discussions, and experience influences mindsets during discussions.	18.95%	53.45%	25.85%	1.7%
Proximity	Group discussions strengthen relationships and comfort with group members, encouraging active participation in speaking English.	31.05%	53.45%	15.5%	0%
Positive	I agree that group discussions improve speaking skills, and I am interested in actively participating	24.1%	50%	15.5%	10.3%

	in such activities in class.				
Negative	I do not agree that group discussions do not improve speaking skills, and I am not interested in actively participating in such activities in class.	12.05%	36.2%	41.4%	10.35%

More detailed questionnaire results, divided into each category, can be found here.

Table 2. Table of questionnaire attitude result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Attatidue	I believe group discussions are effective in improving English speaking skills, and I have a positive attitude towards their use	17.25%	58,6 %	20,7%	3,45%

The results of the category of students' attitudes toward collaborative learning indicate that the majority of students have a positive attitude toward the use of group discussions to improve English speaking skills. 58.6% of students stated they agree, while 17.25% strongly agree. Conversely, only 3.45% of students disagree, and 20.7% strongly disagree with the statement.

Table 3. Table of questionnaire motivation result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
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Motivation	My active involvement in group discussions improved my speaking skills, driven by academic goals and high motivation after collaborative learning.	20.4%	62.07%	16.07%	1.13%
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The results of the category of students' motivation toward collaborative learning indicate that the majority of students feel driven to enhance their speaking skills through active involvement in group discussions, propelled by academic goals and high motivation after collaborative learning. 62.07% of students stated they agree, while 20.4% strongly agree. Conversely, only 1.13% of students disagree, and 16.07% strongly disagree with the statement.

Table 4. Table of questionnaire interest result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Interest	I am interested in developing my English speaking skills through group discussions, with more interest in this method than others.	13.8%	56.9%	25.85%	3.45%

The results for the interest category regarding students' attitudes toward collaborative learning reveal that a majority of students express interest in improving their English-speaking skills through group discussions, showing a preference for this method over others. Specifically, 56.9% of students agree, while 13.8% strongly agree. Conversely, only 3.45% of students disagree, and 25.85% strongly disagree with the statement.

Table 5. Table of questionnaire experience result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Experience	Group discussions improve English speaking skills effectively; I felt improvement after getting involved in it.	13.8%	60.35%.	25.85%	0%

Based on the findings from the data, it can be concluded that the majority of respondents (74.15%) agreed that group discussions were effective in improving their speaking skills in English, and they felt an improvement after being involved in them. In this case, 60.35% of respondents said they agreed and 13.8% said they strongly agreed with this statement.

Table 6. Table of questionnaire expectation result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Expectation	I hope that the group discussion method continues to be applied for the development of English speaking skills in schools, with the desired improvement achieved.	27.6%	53.45%,	15.5%.	3.4%

Based on the data above, it can be concluded that the majority of respondents (80.05%) expressed their hope that the group discussion method would continue to be applied to develop English speaking skills in schools, with the desired improvement achieved. As many as 53.45% of them agreed and 27.6% strongly agreed with this statement. Only a small portion of respondents (around 18.9%) had different expectations or doubted the sustainability of using this method.

Table 7. Table of questionnaire novelty result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Novelty	Collaborative learning provides new and interesting experiences and opportunities to explore new ideas in an English context.	22.4%.	53.45%.	22.4%	1.7%

Based on the results of the data found, it can be concluded that the majority of respondents (75.85%) agreed that collaborative learning provides new and interesting experiences and opportunities to explore new ideas in an English language context. In this case, 53.45% of respondents agreed and 22.4% strongly agreed with the statement. Although there was a small proportion of respondents (1.7%) who disagreed or strongly disagreed, the majority of respondents indicated that collaborative learning is considered a method that provides an interesting experience and provides opportunities for the exploration of new ideas in an English language context.

Table 8. Table of questionnaire sound result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Sound	Intonation in group discussions helps understand meaning, and during discussions, I focus more on the pronunciation of words.	13.8%	65.5%	17.25%	3.45%

Based on the results of the data provided, the majority of respondents 79.3% agreed that intonation in group discussions helps understand meaning,

and during discussions, they focus more on the pronunciation of words. In this case, 65.5% of respondents agreed and 13.8% strongly agreed with the statement. Although there was a small portion of respondents around 20.7% who disagreed or strongly disagreed, the majority of respondents showed recognition of the importance of intonation in group discussions to understand the meaning and focus on the pronunciation of words.

Table 9. Table of questionnaire size result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Size	I am more expressive in group discussions, especially when explaining large objects.	17.2%	51.7%	27.6%	3.4%

Based on the findings from the data, the majority of respondents, 69.9%, agreed that they were more expressive in group discussions, especially when explaining large objects. In this case, 51.7% of respondents agreed and 17.2% strongly agreed with this statement. Although there was a small portion of respondents around 30.2% who disagreed or strongly disagreed, the majority of respondents indicated that they felt more expressive when participating in group discussions, especially when explaining large objects.

Table 10. Table of questionnaire background result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Background	Background knowledge influences learning in group discussions, and experience influences mindsets during discussions.	18.95%	53.45%	25.85%	1.7%

Based on the findings from the data, it can be concluded that background knowledge influences learning in group discussions, and experience influences thinking patterns during discussions. The majority of respondents (72.4%)

agreed that background knowledge plays an important role in learning in group discussions, while 53.45% of them agreed and 18.95% strongly agreed with this statement. In addition, the majority of respondents (around 72.4%) also agreed that experience influences mindsets during discussions, with 25.85% of them agreeing and 1.7% strongly agreeing. These findings suggest that factors such as background knowledge and experience play an important role in learning and thinking processes during group discussions.

Table 11. Table of questionnaire proximity result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Proximity	Group discussions strengthen relationships	31.05%	53.45%	15.5%	0%
	and comfort with group members, encouraging active participation in speaking English.				

Based on the findings from the data, it can be concluded that group discussions strengthen relationships and comfort with group members, encouraging active participation in speaking English. The majority of respondents, 84.5%, agreed that group discussions strengthen relationships and comfort with group members, with 53.45% of them agreeing and 31.05% strongly agreeing with this statement.

Table 12. Table of questionnaire Positive Types of perception result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Positive	I agree that group discussions improve speaking skills, and I am interested in actively participating in such activities in class.	24.1%	50%	15.5%	10.3%

Based on the findings from the data, the majority of respondents, 74.1%, agreed that group discussions improved their speaking skills, and they were interested in actively participating in these activities in class. Of this number, 50% of respondents agreed and 24.1% strongly agreed with this statement. Although a small number of respondents, around 25.8%, disagreed or strongly disagreed, the majority of respondents showed a willingness and interest in being involved in group discussions as a learning activity in class.

Table 13. Table of questionnaire negative types of perception result

Categories	Statement	Strongly Agree	Agree	Strongly Disagree	Disagree
Negative	I do not agree that group discussions do not improve speaking skills, and I am not interested in actively participating in such activities in class.	12.05%	36.2%	41.4%	10.35%

Based on the findings from the data, a small portion of respondents around 48.25% disagreed that group discussions did not improve speaking skills, and they were not interested in actively participating in such activities in class. Of this percentage, 36.2% of respondents stated they disagreed and 12.05% strongly disagreed with this statement. Although there was a small portion of respondents around 22.45% who agreed or strongly agreed with the statement, the majority of respondents showed disagreement with the view that group discussions do not improve speaking skills and disinterest in participating in such activities in class. This shows that the majority of respondents still see the value and benefits of group discussions in the context of improving language speaking skills in the classroom environment.

## CONCLUSIONS AND RECOMMENDATIONS

The results of questionnaires and interviews show that the majority of students have a positive attitude towards collaborative learning through group discussions to improve their English-speaking skills. They believe that active involvement in group discussions contributes to improving English speaking skills and fosters interest in developing speaking skills through group discussion methods. Students also expect collaborative learning to continue in their schools and have a positive impact on their English-speaking skills. However, there were variations in students' experiences and opinions; some even stated that they were less enthusiastic about the effectiveness of group discussions.

1. Suggestions for teachers should be to better integrate collaborative learning methods in the curriculum and daily teaching practices.
2. Suggestions for schools are to facilitate space and time for more intensive group discussion activities.
3. Suggestions for future researcher can explore the factors that influence the effectiveness of collaborative learning in improving students' English speaking skills.

### **ADVANCED RESEARCH**

Building on these findings, future research should adopt a more advanced approach by employing mixed-method designs that combine quantitative measurements of speaking proficiency with qualitative insights into students' learning experiences. Longitudinal studies could be conducted to examine the sustained impact of collaborative learning on English-speaking competence over time, while also identifying mediating variables such as peer dynamics, teacher facilitation styles, and student motivation. Moreover, comparative studies across different educational settings or cultural contexts would enrich the understanding of how collaborative learning strategies can be adapted effectively. By integrating technological tools, such as online discussion platforms or AI-based speaking assessment systems, researchers can also explore how digital collaboration enhances or challenges traditional group discussion methods. This advanced research direction would provide deeper insights into optimizing collaborative learning as a pedagogical model for improving English-speaking skills.

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