



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



www.hrmars.com

ISSN: 2226-6348

The Effects of Collaborative Tasks on The Speaking Skills of Malaysian Adolescents in an ESL Classroom

Evelyn Rita Adickalam, Melor Md Yunus

To Link this Article: <http://dx.doi.org/10.6007/IJARPED/v11-i2/13887>

DOI:10.6007/IJARPED/v11-i2/13887

Received: 13 April 2022, **Revised:** 16 May 2022, **Accepted:** 29 May 2022

Published Online: 10 June 2022

In-Text Citation: (Adickalam & Yunus, 2022)

To Cite this Article: Adickalam, E. R., & Yunus, M. M. (2022). The Effects of Collaborative Tasks on The Speaking Skills of Malaysian Adolescents in an ESL Classroom. *International Journal of Academic Research in Progressive Education and Development*. 11(2), 1095 - 1121.

Copyright: © 2022 The Author(s)

Published by Human Resource Management Academic Research Society (www.hrmars.com)

This article is published under the Creative Commons Attribution (CC BY 4.0) license. Anyone may reproduce, distribute, translate and create derivative works of this article (for both commercial and non-commercial purposes), subject to full attribution to the original publication and authors. The full terms of this license may be seen at: <http://creativecommons.org/licenses/by/4.0/legalcode>

Vol. 11(2) 2022, Pg. 1095 - 1121

<http://hrmars.com/index.php/pages/detail/IJARPED>

JOURNAL HOMEPAGE

Full Terms & Conditions of access and use can be found at
<http://hrmars.com/index.php/pages/detail/publication-ethics>



INTERNATIONAL JOURNAL OF ACADEMIC RESEARCH IN PROGRESSIVE EDUCATION & DEVELOPMENT



www.hrmars.com

ISSN: 2226-6348

The Effects of Collaborative Tasks on The Speaking Skills of Malaysian Adolescents in an ESL Classroom

Evelyn Rita Adickalam, Melor Md Yunus

Faculty of Education, Universiti Kebangsaan Malaysia, Selangor 43600, Malaysia

Abstract

The ability to speak effectively is absolutely essential in the learning and teaching of second or third language. This paper aims to investigate the effects of Collaborative Tasks on the Speaking Skills of Malaysian Adolescents in an ESL Classroom by conducting collaborative speaking tasks. 65 students took part in a survey conducted on 16-year-old students from Zone Sentul, Kuala Lumpur. For eight weeks, students were asked to participate in collaborative speaking activities in English language classrooms. Students were asked to complete a five-point Likert Scale Questionnaire utilizing Google Form as a means of gathering data for this research. The data were analyzed by frequency. According to the findings, the majority of students preferred group work speaking activities which trained them to speak confidently during their speaking lessons. The positive replies from the questionnaire revealed that their speaking abilities have been boosted and their teachers' participation had been minimal. with their friends and that the participation of their language teachers would be minimal. This research provides teachers some suggestions for planning group work speaking lessons as one of the most successful strategies for students to improve their speaking abilities. Future research recommendations were also discussed.

Keywords: Collaborative Task, Speaking Skills, L2 Learners, ESL Classroom, Online Learning

Introduction

There are four stages of education in Malaysia's educational system: primary, lower secondary, upper secondary, and tertiary institutions. Parents can select between national (Bahasa Melayu) or "nationalist-type" Chinese or Tamil schools. Students who complete six years of primary school are immediately advanced to lower secondary. A student's performance can be assessed twice, first at the end of the third year and again at the end of the fifth year. Regardless of the fact that the Ministry of Education sets broad standards in terms of a "curriculum," teaching methodologies, and how to create a "safe and stimulating environment" for Malaysian students, it also affords great latitude for the administration and teachers at such schools to vary the method and content of instruction. English is taught as a second language in all of Malaysia's educational institutions. Improvements are now being made to the national curriculum for the English language, which will include the implementation of a CEFR-based curriculum in phases from primary schools to higher

education institutions. In addition to this, the new syllabus for each CEFR level gives equal weight to all four primary skills, including speaking, in addition to reading and writing (MOE, 2015). As a result of several research studies, many English language learners who are learning the English language as a second language have always considered speaking as a difficult skill to acquire and master.

The Common European Framework of Reference for Languages (CEFR), an internationally recognised framework that was established in Malaysia in 2018, was a reformation in English language education in Malaysia. Speaking is one of the most challenging abilities language learners must encounter, and this skill has been evolving over the last four decades in teaching and studying English as a second language. Consequently, the Common European Reference Framework for Languages (CEFR) has been produced in order to enfranchise our English speakers who have not considered the importance of speaking abilities when determining a degree to continue education and to get employment in the job market. To emancipate our English speakers, the Common European Reference Framework for Languages (CEFR) has been developed (Trim 2010). Keyi (2006) said that speaking is the main skill in language learning. Speaking abilities consist of vocabulary, pronunciation, fluency, and proper grammar. Regular verbal interactions among them may help L2 learners develop this competence.

Subsequently, many of the students seem to be lacking in fluency and ability to narrate and explain the prescribed themes during their speaking classes due to a limited vocabulary, nervousness, anxiety, and lack of motivation. Despite eleven years of exposure to English in Malaysian schools, some of these students are still unable to speak adequately. As Rajendran and Yunus (2021) point out, speaking demands the application of a variety of capabilities at the same time that normally grow at various rates, making it a highly complicated and productive skill to possess. Speaking skills are the most prominent of the four language skills (listening, speaking, reading, and writing), and they are the most difficult to master. (Keyi 2006) was supported by Zaremba (2012); Zhang (2009), who agreed that speaking is the most important communication ability. Unfortunately, most of the students in the selected school don't speak English fluently in this research.

The purpose of this study was to determine why the upper secondary pupils of the researchers were not doing well in speaking tasks. In the year 2022, this group of students will take the Form 5 Assessment (SPM) for the English Language, which will be administered by the Malaysian Examinations Board. Through observation and experience, a new strategy to reach students has been developed, and collaborative learning with students from various countries has been shown to be effective. In the past, several studies related to this issue have produced outstanding findings, which has encouraged the researchers to continue their investigation. Through pair work and group work, many foreign studies were conducted among students of various levels in order to build communication skills. The purpose of this research was to investigate how students develop after completing the collaborative speaking task in ESL classrooms. Consequently, the concepts of pair work and group work in classrooms will be integrated into the curriculum, and the effectiveness of including speaking components in the curriculum in order to build students' communication abilities will be shown via this research. (This was based on the results of the Classroom Assessment-PBD).

Objectives of the Study

The objectives of the study are as the following:

- To uncover the problems that causes obstruction in speaking English among upper secondary ESL learners.
- To explore ways collaborative speaking Modules could help upper secondary ESL learners build their confidence in speaking.

Students in upper secondary school who are learning English as a second language (ESL) may have trouble speaking English. The answers from the students' surveys will help teachers plan and organise activities to help students improve their speaking abilities. It should be emphasised and practised those teachers are aware of the needs of their pupils when teaching and learning. Due to the researcher's academic competence as well as other subjective and objective information, there are certain limits to this study in this area. The researcher's core grasp of conceptual framework theories may be able to give boundaries for a more focused examination in this area. Also, the researcher only looks at one school from the district of Sentul in the federal territory of Kuala Lumpur. This is true for both the sample and the method. When it is done on a larger scale, the findings may be more precise and reliable. Additionally, investigating speaking problems, particularly in the context of the COVID-19 outbreak, results in a slew of limitations, such as maintaining a safe distance between students, donning masks, and restricting classroom movement. According to the findings of the research done by Shah et al (2020), the Malaysian government implemented a Movement Control Order on March 18, 2020, which took effect immediately. The order was issued by Malaysia's Prime Minister as a preventative step to quell the flare-up. There has been a slew of regulations enacted, among them the closure of the education sector, as well as public and private education institutions (IPTs), and skills training institutes, among others (Mckenzie, 2020).

The COVID-19 outbreak caused schools all across the world to be closed, and students were instructed to study at home as a precaution. As a result, students, teachers, and parents have been adjusting to the "new reality" that will continue for years to come. Many educational institutions use online stages, gadgets, and resources to conduct their alternative courses of action for separation learning, allowing educators and learners to communicate with one another. National and local governments collaborate with broadcasting service providers to deliver educational programming on a consistent basis during designated hours of broadcast television and radio broadcasting. Schools and teachers had to quickly figure out how to teach in this new environment so that students would still be interested in learning even though things were uncertain.

Literature Review

Collaborative Learning in Speaking Tasks

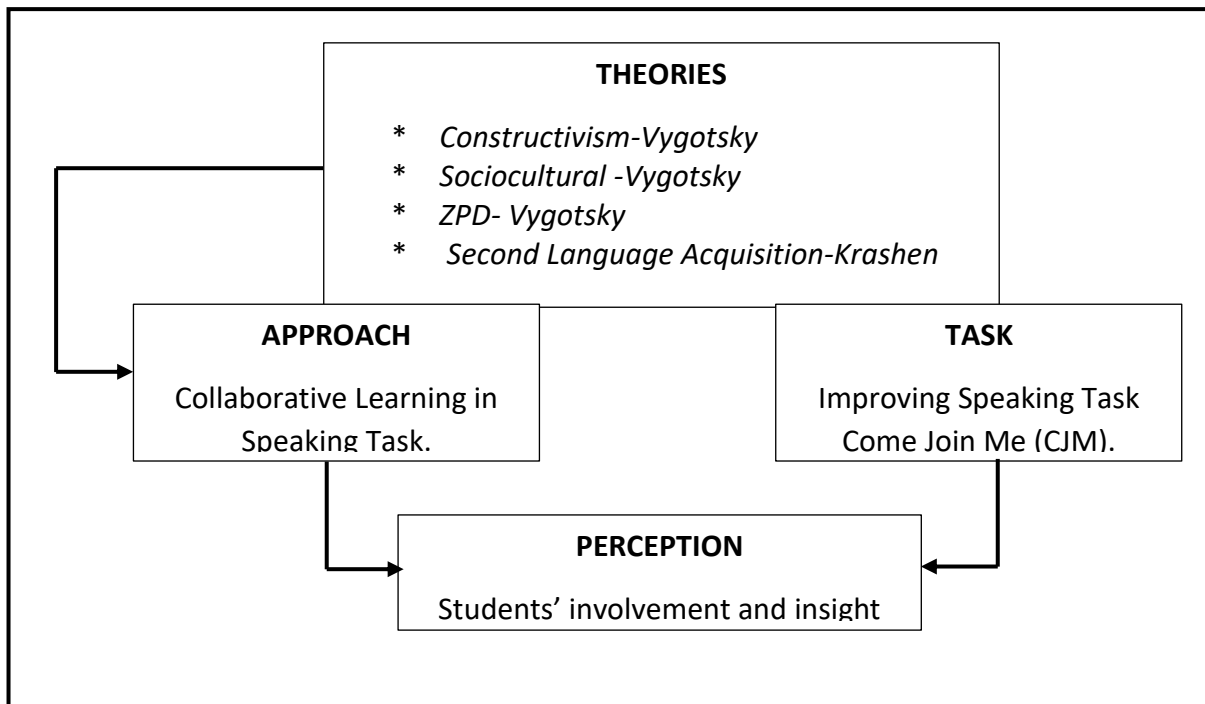
These activities require students to work as a group to solve challenges and develop deeper learning, and this method encourages them to work with one another on the tasks that have been assigned. According to Laal and Ghodsi (2012), collaborative learning helps students solve challenges and accomplish assigned tasks through learning and collaborating in groups to solve challenges. According to Herrmann (2013), all of the group members will be dependent on one another in order to function effectively. Humans learn via interactions and conversation with others, according to Vygotsky (1962), who also conducted research on how social settings impact the process of learning. "*Vygotsky's social constructivism*" is a word

used by Smith and MacGregor (1992) to describe several educational systems that call for students, teachers, or both to put in intellectual effort. So, integrating collaborative learning was very important for improving students' listening, speaking, reading, and writing skills when learning a language. Roseth et al (2008) stated in a meta-analysis of 80 years of research that students actively participate and develop positive attitudes towards their peers when working collaboratively. Pair work and group work activities help students share ideas during group discussions. According to Touhid (2018), pair work and group work are forms of classroom interaction where students communicate during discussions to share their opinions. Learning to think critically in pairs can be a lifelong skill for students. "Analyzing, synthesizing, and evaluating ideas," say (Baines et al., 2016). By providing meaningful language learning, Touhid (2018) cited Abdull (2011) about his study that uses pair work and group work techniques to improve the communicative skills of young learners in UEA. Achmad & Yusuf (2014) studied the approach of working in pairs for the teaching of speaking skills. (Raja & Saeed, 2012) studied the efficacy of group and pair work in collaborative language teaching (CLT) for English language students at the undergraduate level in public and private sector institutions. This survey's sample was obtained using a stratified random sampling approach. So, for the survey, 300 undergraduate students from Karachi institutions and 75 professors from the same colleges were chosen. The purpose of the research was to examine instructors' and students' perceptions, attitudes, and beliefs regarding collaborative teaching. Data was obtained via the questionnaire and interviews. Based on the findings, recommendations for improving the state of group and pair work at the undergrad level were made.

The Conceptual Framework's

Based on the proposed theories and ideas, the study tries to find out how students feel about collaborative group work speaking activities for improving speaking skills among Form 4 students during English speaking classes. It does this by filling a gap in previous studies by focusing on students with different levels of ability. *Figure 1* depicts the conceptual framework recommended for this investigation.

Figure 1. Conceptual Framework



A social constructivist (Vygotsky, 1978) promoted socio-cultural theory which stressed the social environment of the information and learning built up to acquire a language. Social interaction among people of diverse levels of expertise contributes to the better cognitive development of youngsters under Vygotsky's hypothesis. Santrock (2004) said that Vygotsky felt that children might get information by talking with others, which plays a major role in moulding language learners' thinking. Adding to the above, he also described children's development using the Proximal Development Zone concept (ZPD). Santrock (2004) said that Vygotsky felt that children might get information by talking with others, which plays a major role in moulding language learners' thinking. Adding to the above, he also described children's development using the Proximal Development Zone concept (ZPD). Vygotsky used ZPD to explain the difficulty of language students while doing certain activities alone, but he said it may be readily fulfilled with the advice of an adult or more competent youngster. A ZPD is "a gap between the present level of development and the potential level of development as assessed through problem solving or in cooperation with more capable partners" (Vygotsky, 1978).

A social constructivist (Vygotsky, 1978) promoted socio-cultural theory which stressed the social environment of the information and learning built up to acquire a language. Social interaction among people of diverse levels of expertise contributes to the better cognitive development of youngsters under Vygotsky's hypothesis. Santrock (2004) said that Vygotsky felt that children might get information by talking with others, which plays a major role in moulding language learners' thinking. Adding to the above, he also described children's development using the Proximal Development Zone concept (ZPD). Santrock (2004) said that Vygotsky felt that children might get information by talking with others, which plays a major role in moulding language learners' thinking. Adding to the above, he also described children's development using the Proximal Development Zone concept (ZPD). Vygotsky used ZPD to explain the difficulty of language students while doing certain activities alone, but he said it may be readily fulfilled with the advice of an adult or more competent youngster. ZPD is "a gap between the present level of development and the potential level of development as

assessed through problem solving or in cooperation with more capable partners" (Vygotsky, 1978).

In this study, the researcher can assist in determining the value of cooperation in an ESL classroom. In the classroom context of second language teaching and learning (L2), Vygotsky's theory would be very helpful and indeed successful. Topics can help students with speaking activities by pairing an advanced student with a less advanced learner. The less advanced can become more confident, and learning takes the form of learning focused on students and improving their knowledge, skills, and fluency in English. Thus, as Vygotsky has indicated from his theory, teachers should create the right atmosphere for pupils. Teachers and peers are crucial in their pairing work to increase the language skills in the ZPD's L2 learning process. So, collaborative learning was very important to Vygotsky's research in 1978. "The word is used for a wide range of ways to teach," he said.

In ESL classrooms, Krashen's second-language acquisition theory can be implemented. Krashen (2009) pointed out that the primary components in language acquisition are motivation, self-assurance, and anxiety. He noted that teachers in L2 should act as a motivation for students to master the language. In addition, teachers should in every way motivate and minimise the degree of worry for students in making the lessons more relevant and entertaining. Teachers should consider introverted and extrovert students during classroom activities (Krashen, 1982). He also noted that teachers should often avoid addressing the errors of pupils as this affects the confidence of learners in L2. This notion may be used during classroom workouts in this study. Teachers should act as motivators, encouraging pupils to talk without criticising their mistakes. Considering introverted and extrovert pupils when pairing students for activities would be a success. In ESL classrooms, Krashen's second-language acquisition theory can be implemented. Krashen (2009) pointed out that the primary components in language acquisition are motivation, self-assurance, and anxiety. He noted that teachers in L2 should act as a motivation for students to master the language. In addition, teachers should in every way motivate and minimise the degree of worry for students in making the lessons more relevant and entertaining. Teachers should consider introverted and extrovert students during classroom activities (Krashen, 1982). He also noted that teachers should often avoid addressing the errors of pupils as this affects the confidence of learners in L2. This notion may be utilised during classroom workouts in this study. Teachers should act as motivators, encouraging pupils to talk without criticising their mistakes. Considering introverted and extrovert pupils when pairing students for activities would be a success.

Methodology

Research Design

According to Creswell (2012), the nature of the research objectives and research questions in each particular study governs the type of design to be employed to attain the objectives and answer the questions. The study approach was utilised to comprehensively explore, explain, and understand if ESL students at one of Kuala Lumpur's high schools felt encouraged to acquire English to improve their speaking abilities by using the CJM speaking task activity. The purpose of qualitative research was to explore, analyse, and address challenges via the analysis and interpretation of unstructured data. The CJM speaking task activity mimics real-life settings, and the design clearly demonstrated how students fared in the natural world. The content also allows for a full examination of the relationships between the components.

Researchers can use this data analysis survey to examine and answer questions about the use of the CJM-speaking task in their research. This can be accomplished by combining data collection approaches such as survey questions and interviews to determine how the CJM speaking task can motivate students. In the same way, it contributes to the validation of the results, making them more credible and relevant. For example, the different methods should confirm each other's results, which would add to the reliability and validity of each method's results.

Population & Sampling

A random sample is one of the methods that could have been used by the researcher to select a sample from a large population. Due to the COVID-19 Pandemic, which made it impossible, these techniques were unable to be used by researchers. It was hard to obtain access to a list of a larger population because of the time and costs involved, and it is still possible that bias can occur under certain circumstances. The Malaysian government issued a movement control order, which forced the closure of schools that keep student information. In addition to the time, it takes to gather information from a variety of sources, the process could result in a significant financial outlay. Despite the fact that simple random sampling is intended to be an unbiased method of surveying, sample selection bias can occur. When a sample set of a larger population is not sufficiently inclusive, the representation of the entire population is skewed, forcing the use of purposive sampling techniques. According to Creswell and Plano Clark (2011), the researcher chose purposive sampling as the sample approach for this study because it involves recognising people or groups of people who are familiar or acquainted with the topic of interest. The participants of this study were 16-year-old secondary students from a government school in the district of Segambut, Kuala Lumpur. The 65 participants of this study were mixed-ability students from upper secondary classes.

According to David De Vaus (2014), purposive sampling was important to the researcher's interest even if it could not guarantee representativeness, but useful information has been provided in this study. In the end, the research participants are the only ones who appear in the findings. As a result, these 65 students were chosen to participate in the CEFR Speaking Assessment. In accordance with the CEFR, the evaluation will be done in pairs and groups. These pupils were chosen and were eligible for this study because they are of mixed ability. The fact that these students have different skills means that the weaker one will be able to learn from the stronger ones.

This research was divided into four sections. The first part involved delivering a pre-survey test on speaking obstruction and collaborative speaking activities to the students, followed by individual, pair, and group work activities with the students during their English-speaking lessons that exposed them to collaborative speaking activities. The third part was to find out if collaborative speaking activities in ESL classes got better by having students fill out the same survey questionnaire (post-survey) about speech impediments and collaborative speaking activities.

Instrument

The term "research instrument" refers to any device that collects data (Arikunto, 2010:262). The research analysis was used to measure the tool that was used in this study. The definition of an individual test, according to Ary (2010), is a series of stimuli that produce

answers that are based on numerical results. The Sugiyono Research Instrument (2015) stated that the measuring instruments used by researchers to collect data from a study could be tests, questionnaires, interview guidelines, or observation guidelines. For this qualitative research, the researcher used the questionnaire as a primary tool to collect data in a survey study and a semi-structured interview to get students' opinions on collaborative speaking activities. Two instruments in order to collect information from participants. First, researchers used the online questionnaire as a tool in their investigation. The questionnaire was created using a Google form, and the link was shared with participants online. The following research questions were used to seek the answers to the following research questions: first, what are the problems that cause obstruction in speaking English among upper secondary ESL learners? The second research question is whether collaborative speaking modules can help upper secondary ESL learners build their confidence in speaking.

The researcher used the CJM speaking activities in an ESL classroom to adapt the questionnaire on the effectiveness of pair work and group work in ESL classrooms created by (Touhid 2018); (Wang 2008) to investigate the students' motivation to speak English. The questionnaire has 30 questions on a five-point Likert scale. The questionnaire was modified to acquire information from participants in response to study questions about the problems students encounter and the effects of collaborative speaking tasks in ESL classes. The Likert scale was utilised to structure the questionnaire's 30 closed-ended items. Respondents will be able to select an answer from a list of numerous possibilities for closed-ended items. Respondents will be given the option of selecting one of five answers ranging from 1 to 5. 1 represents "strongly disagree," while 5 represents "firmly agree." The choices the researcher made on a Likert scale are one of the well-known itemised scales used in investigations. At the end of week 8, the researcher would perform a semi-structured interview (individual) with the students. With the help of the CJM speaking activities, this lets the researcher find out more about what the students have done and what they know in their classes.

Data Collection Method

The teacher led collaborative speaking activities with 65 students. The students were collected online during the English Language lessons for 8 weeks; 3 classes each week with the students. The questionnaire was sent to the survey's students in order to learn about their perspectives and to compare the efficacy of pair work and group work activities before and after introducing the students to speaking activities in class. *Table 1* is a summary of the collaborative pair work and group work that was done in the classrooms before the questionnaires were given out.

Table 1

Collaborative Speaking Activities

"COME JOIN ME" (CJM) Online Speaking Task: Creativity, Fun, Confidence			
Week	Time	Collaborative Speaking Tasks	Descriptions
1	1 hour	Twist with Me (Individual work)	Students are to use the Tik Tok application and record their tongue twister and share it with their classmates. Later, students shared the link to the Google form provided by the teacher for others to view. Tongue twisters help learn to pronounce letters and consonant sounds. By practising these tongue twisters, our spoken language improves very quickly.
2	1 hour	Come Cook with Me (Individual work)	Describe food by giving vocabulary and themes related to food. Students must videotape and upload to YouTube their breakfast cooking/preparation. They will learn how to use words such as first, next, after that, until, and later—all within the theme of cooking.
3	1 hour	Flip Classroom-Grammar Component (YouTube) (Pair Work)	Flipped lessons replace teacher lectures with instructional material students can watch and interact with at home. Students apply what they learn in class on the next day through a variety of activities or assignments, with the teacher working as a coach or guide. The teacher gives about 15 grammar topics for students to choose from. Students choose their partner, choose the topic, and prepare the lesson. This recording will be played during the online classroom lesson.
4	1 hour	Come Sing with Me (YouTube) (Group Work)	Students are to create lyrics for a song and sing it either as a choir, hip hop, nasyid in English, etc. The lyrics have to be related to the COVID-19 Pandemic or MCO. They must video and audio record it in any way they can. This recording will be played during the online classroom lesson. Next Level students must upload a video to YouTube, and the link will be distributed to the class.

A Google form link was shared in the WhatsApp group. Pupils were given about 45 minutes to submit their responses. The data was analysed using the Statistical Package for the Social Sciences (SPSS Ver.21). The analytical results for research questions 1 and 2 were provided in the form of frequency counts, percentages, averages, and standard deviations, and paired t-tests with a confidence level of 0.05 were used.

Research Findings

The research question was used as a guide to talk about what this study found.

RQ1: What are the problems that cause obstruction in speaking English among upper-secondary ESL learners?

The data shows the frequency with which students' opinions on collaborative speaking activities in ESL classes are expressed. Data from Part 2 of the questionnaire were analysed to answer the first research question by looking at (a) the challenges students faced while speaking English in an ESL classroom.

(a) Challenges students faced during speaking English in an ESL classroom

Table 2

Frequency Distribution of Speaking Challenges Faced by Students (Pre-Post Test)

Items Part 2		Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)	Meaning
Q4	Presenting in English makes me nervous.	Pre-test 32.3	46.2	9.2	12.3	0	Agree
		Post-test 21.5	20	23.1	24.6	10.8	Disagree
Q5	I am always worried in oral English learning	Pre-test 27.7	52.3	13.8	6.2	0	Agree
		Post-test 1.5	12.3	7.7	32.3	46.2	Disagree
Q6	I am afraid my friends will laugh at me when I speak in English.	Pre-test 33.8	53.8	7.7	3.1	1.5	Agree
		Post-test 1.5	12.3	21.5	24.6	40	Disagree
Q7	Choosing proper words in oral English learning is very difficult.	Pre-test 27.7	44.6	27.7	0	0	Agree
		Post-test 0	4.6	18.5	56.9	20	Disagree

Descriptive Statistics *Table 2* states questions 4 to 7 indicate the challenges faced by ESL learners in their English learning classroom. During the pre-test survey on questions 4: 78.5%, question 5: 80%, question 6: 87.6%, and question 7: 72.3% agreed that the majority of the participants strongly agree' and 'agree' that speaking English in an ESL classroom was their biggest challenge, being nervous, worried, and being laughed at by their peers. Participants find it difficult to choose the proper words to speak in English. One possible explanation was a lack of reading materials in the English language, or a participant's choice not to select materials in English to read. A lack of use of the English language in their daily lives outside of the classroom also contributes to these challenges. Reading can assist them in learning new vocabulary and can be used in both oral and written communication. Learners also struggle because they are translating words into their mother tongue.

RQ2: Is there a significant difference between individual speaking tasks and collaborative speaking tasks among upper secondary ESL learners?

This section presents the findings for the first research question (RQ2). The findings present the frequency of overall students’ perceptions of individual speaking tasks and collaborative speaking tasks in ESL classrooms. In order to answer RQ2, data from the questionnaire was surveyed and investigated by looking at 4 subtopics. The subtopics are:

- (b) students’ opinions on individual speaking tasks
- (c) Students’ opinions on pair work and group work speaking tasks
- (d) students’ negative opinion on collaborative speaking task
- (e) Students’ thoughts on overall collaborative tasks (interview responses)

(b) Students’ opinions on individual speaking task

Table 3

Frequency Distribution of Students’ Opinion on Individual Speaking Task (Pre-Post Test)

Category	Statement		Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)	Meaning
Students' opinion on individual speaking task.	I like to work in groups rather than alone.	Pre-test	44.6	32.3	12.3	7.7	3.1	Agree
		Post-test	49.2	29.2	20	0	1.5	Agree
Students' opinion on individual speaking task.	For speaking activities, I like to select my own partner.	Pre-test	44.6	36.9	15.4	1.5	1.5	Agree
		Post-test	60.0	20.0	18.5	1.5	0	Agree

Table 3.1

Paired t-test on Students’ opinions on individual speaking task.

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	OST_Pre	1.8538	65	.77924	.09665
	OST_Post	1.6846	65	.73723	.09144

Note:

OST_Pre: Students’ opinion on individual speaking task (Pre-test)

OST_Post: Students’ opinion on individual speaking task (Post-test)

Table 3.2

Paired t-test on Students' opinions on individual speaking task.

Paired Samples Test										
		Paired Differences		95% Confidence Interval of the Difference		t	df	Sig (2-tailed)		
		Std	Error	Lower	Upper					
Pair 1	OST_Pre	OST_Post	Mean	Deviation	Mean	Lower	Upper	t	df	Sig (2-tailed)
Pair 1	OST_Pre	OST_Post	.16923	1.03560	.12845	-.08738	.42584	1.317	64	.192

Note:***OST_Pre: Students' opinion on individual speaking task (Pre-test)******OST_Post: Students' opinion on individual speaking task (Post-test)***

A paired-samples t-test was conducted to evaluate the impact of intervention on students' opinions on the individual speaking tasks as in *Table 3*. There were no statistically significant changes in students' opinions on individual speaking task scores for the pre-test ($M = 1.853$, $SD = 0.779$) as in *Table 3.1* and post-test ($M = 1.684$, $SD = 0.737$), $t(64) = 1.317$, $p > 0.05$ (two-tailed). The average of students' opinions on individual speaking tasks showed a slight decrease of about 0.1692 with a 95% confidence interval ranging from -0.087 to 0.425, as can be seen in *Table 3.2*.

The majority of the participants 'strongly agree' and 'agree' that working in pairs or groups was better than alone. This demonstrates their eagerness to work in pairs or groups throughout their speaking classes. According to the majority of those who answered the survey questions, working in pairs or groups allowed them to actively participate during oral presentations as well as find solutions to problems. If students are given the opportunity to work in pairs or groups, it is reasonable to believe that they are highly motivated to complete the tasks assigned to them in an atmosphere of enjoyment, awareness, confidence, and competence.

Participants strongly agreed with Item 12 in *Table 3* on the importance of selecting their own partner for assigned speaking activities. In collaborative speaking assignments, a peer or partner who is known to the respondent is not a threat. This can assist respondents with low self-esteem in learning English from a pair of their choosing. Also, learners who never speak English at home or with friends would not be intimidated as the chosen partner would be picked by them. According to Item 21, nearly three-quarters of respondents prefer to collaborate with a pair of higher-level partners. Seventy-three percent of respondents (23.1% agree, 50.8 percent strongly agree) said they would prefer to be with a more skilled partner. The respondents believe that the more experienced peer will assist them in completing the assignment successfully. It is also believed that a more competent partner may assist them in greater understanding and engagement in their work. This notion was rejected by 7.7 percent of the participants. Their discomfort may be the cause of the issue.

Instead of allowing the better partner to take the lead in the collaborative speaking activities, they might collaborate equally. They may have felt uncomfortable working with the higher-ranking partner because they thought they were less important.

(c) Students' opinions on pair work and group work speaking task.

Table 4

Frequency Distribution of Students' Opinion on Pair Work and Group Work Speaking Task (Pre-Post Test)

Category	Statement		Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)	Meaning
Students' opinion on pair work and group work speaking task.	My speaking abilities improved as a result of pair work speaking exercises.	Pre-test	10.8	47.7	38.5	3.1	0	Not sure
		Post-test	21.5	43.1	29.2	6.2	0	Agree
	I prefer to work with a number of partners that are at an advanced rank than me.	Pre-test	12.3	41.5	33.8	10.8	1.5	Agree
		Post-test	50.8	23.1	18.5	7.7	0	
	Through pair work speaking activities, I was able to construct accurate sentences with good grammar and vocabulary usage.	Pre-test	9.2	46.2	40	4.6	0	Agree
		Post-test	26.2	47.4	24.6	1.5	0	
	The speaking activities assisted me in obtaining relevant and helpful comments from my pair.	Pre-test	15.4	50.8	32.3	1.5	0	Agree
		Post-test	38.5	53.8	4.6	3.1	0	
	I improved my performance in class after numerous pair work speaking assignments.	Pre-test	1.5	18.5	29.2	47.7	3.1	Disagree
		Post-test	38.5	53.8	4.6	3.1	0	Agree
	My knowledge, skills, and experience got boosted through the pair work speaking activity.	Pre-test	3.1	13.8	32.3	49.2	1.5	Disagree
		Post-test	26.2	49.2	23.1	1.5	0	Agree
Category	Statement		Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)	Meaning
Students' opinion on pair work and group work speaking task.	Pair work activities allow me to work without the assistance of teachers.	Pre-test	7.7	43.1	24.6	20	4.6	Agree
		Post-test	40	27.7	29.2	1.5	1.5	
	Oral tasks are more effective when discussed with my partner than when discussed with teachers.	Pre-test	7.7	29.2	58.5	4.6	0	Not sure
		Post-test	50.8	30.8	15.4	0	3.1	Agree
	Pair work speaking assignments help me feel more secure in my ability to communicate clearly.	Pre-test	16.9	50.8	27.7	4.6	0	Agree
		Post-test	21.5	43.1	29.2	6.2	0	
	I could improve my motivation to communicate with my partner without stress.	Pre-test	20	49.2	27.7	1.5	1.5	Agree
		Post-test	56.9	20	15.4	7.7	0	
	In my classroom, I actively engaged in the activities.	Pre-test		6.2	38.5	38.5	16.9	Disagree
		Post-test	61.5	18.5	15.4		4.6	Agree
	When we work in pairs throughout the exercises, I feel responsible	Pre-test	9.2	13.8	29.2	29.2	18.5	Disagree
		Post-test	50.8	23.1	18.5	7.7	0	Agree
During pair discussion activities, I was able to minimize my anxiousness.	Pre-test	13.8	40	40	6.2	0	Agree	
	Post-test	21.5	43.1	29.2	6.2	0		

Table 4 shows the results on students' opinions on pair work and group work speaking tasks. Based on the results, it shows a proportion of students' views of the efficacy of collaborative speaking assignments. More than half of those who answered the survey questions agreed or strongly agreed with practically all of the assertions. This shows that when respondents are given pair or group work activities, they are put in a collaborative learning environment.

Results indicated that ESL students perform better in speaking lessons when they are given pair work and group work assignments. Items 24 and 25 received the most agreement (38.5 percent strongly agree and 53.8 percent agree) that pair or group work speaking activities increased respondents' confidence to speak fluently. Taking part in the collaborative speaking challenges helped participants gain more confidence in their own abilities. 4.6% and 23.1%, respectively, in items 24 and 25, the respondents are unsure of their decision whether they can learn better with their peers or whether they need their teacher's guidance. This may be because they lack confidence brought about by pairing tactics or a lack of knowledge of the tasks themselves. Another 4.6% and 23.1% of those who answered aren't sure if they can really study with their peers. If the responder lacks confidence as a result of the paired procedures or lacks understanding of the tasks, this might be a contributing factor. It was possible that the respondents were too weak to be able to communicate well with their co-workers.

Table 4.1

Paired t-test on f Students' Opinion on Pair Work and Group Work Speaking Task (Pre-Post Test).

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	<u>PGW_Pre</u>	2.7006	65	.33753	.04187
	<u>PGW_Post</u>	1.9112	65	.41318	.05125

Note:

PGW Pre: Students' opinion on pair work speaking task (Pre-test)

PGW Post: Students' opinion on pair work speaking task (Post-test)

Table 4.2

Paired t-test on f Students' Opinion on Pair Work and Group Work Speaking Task (Pre-Post Test).

Paired Differences								
Pair 1 <u>PGW_Pre -</u> <u>PGW_Post</u>				95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
	.78935	.55324	.06862	.65226	.92644			

Note:

PGW_Pre: Students opinion on pair work and group work speaking task (Pre-test)

PGW_Post: Students opinion on pair work and group work speaking task (Post-test)

A paired-samples t-test was conducted to evaluate the effect of intervention on students' opinions on pair work and group work speaking tasks. In *Table 4.1*, there was a statistically significant change in students' opinions on pair work and group work speaking task scores for the pre-test (M = 2.701, SD = 0.338) and post-test (M = 1.911, SD = 0.413), $t(64) = 11.503$, $p < 0.05$ (two-tailed). The mean decrease in students' opinion on pair work and group work speaking task scores was 0.789, with a 95% confidence interval ranging from 0.652 to 0.926, as shown in *Table 4.2*.

Instead of learning and teaching that is centred on the instructor, students should have more opportunities to learn through real-world scenarios. ESL students could benefit from participating in collaborative speaking activities based on a task in order to improve their public speaking abilities. The findings of a survey that investigated the efficacy of collaborative speaking assignments found that respondents had a favourable view toward the method.

(d) Students' negative opinion on collaborative speaking task

Table 5
Frequency Distribution of Students' Negative Opinion on Collaborative Speaking Task (Pre-Post Test)

Category	Statement		Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)	Meaning
	Speaking tasks in group lead to misunderstandings between partners.	Pre-test	20	35.4	30.8	9.2	4.6	Agree
		Post-test	0	0	4.6	69.2	26.2	Disagree
Students' negative opinion on collaborative speaking task.	Pair work is ineffective for pupils who do not communicate their ideas throughout tasks.	Pre-test	32.3	35.4	27.7	4.6	0	Agree
		Post-test	38.5	53.8	4.6	3.1	0	Agree
	Teachers should encourage students to speak fluently, not their classmates.	Pre-test	16.9	47.7	32.3	3.1	0	Agree
		Post-test	55.4	43.1	1.5	0	0	Agree

Table 5, from Item 28 to 30; Students' perspectives on the unfavourable features of pair work and group work speaking assignments were analyzed. Divergent viewpoints among respondents during speaking activities often result in conflicts, misconceptions, and miscommunication between pairs. Some respondents may talk about things that have nothing to do with the work they were given, and in the worst case, the pairs may gossip.

Table 5.1
Paired-samples t-test on students' negative opinion

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	<u>NO Pre</u>	2.2308	65	.59489	.07379
	<u>NO Post</u>	2.4667	65	.33747	.04186

Note:

NO Pre: Students' negative opinion on collaborative speaking task (Pre-test)

NO Post: Students' negative opinion on collaborative speaking task (Post-test)

Table 5.2
Paired-samples t-test on students' negative opinion

Paired Samples Test								
Paired Differences								
Pair 1 <u>NO Pre & NO Post</u>	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		T	Df	Sig. (2-tailed)
				Lower	Upper			
	-.23590	.66333	.08228	-.40026	-.07153	-2.867	64	.006

Note:

NO Pre: Students' negative opinion on collaborative speaking task (Pre-test)

NO Post: Students' negative opinion on collaborative speaking task (Post-test)

A paired-samples t-test was conducted to know the effect of intervention on students' negative opinions on collaborative speaking tasks. In table 5.1, there was a statistically significant increase in students' negative opinions on collaborative speaking task scores for the pre-test (M = 2.231, SD = 0.595) and post-test (M = 2.467, SD = 0.337), $t(64) = -2.867$, $p < 0.05$ (two-tailed). The mean increase in students' negative opinion on collaborative speaking task scores was 0.236, with a 95% confidence interval ranging from -0.400 to -0.072, as stated in table 5.2.

Students are reluctant to share their thoughts during pair work and group work speaking activities. There are numerous reasons for this, including a lack of knowledge about the subject, being shy, having a low level of language proficiency, or being irresponsible. Pupils also take the option to be mute and inactive when asked to speak in a group setting. Around 37.7 percent of students surveyed said they were unsure whether they wanted to take part in a speaking assignment. Some students who are linguistically challenged may experience anxiety while engaging in speaking assignments. They could be introverts who need time alone to think and express themselves. Students' perceptions of the negative features of pair work and group work speaking tasks demonstrate a favourable attitude toward the activities. As a result, the research revealed that students had more benefits than drawbacks when compared to other groups. To summarise the information in Table 5, most of the people who answered the survey liked the tasks.

(e) Students' thought on overall collaborative tasks (interview responses)

Interview questions were posted in a WhatsApp group and later recorded online. The fourth subtopic looks at the success of collaborative speaking tasks among upper secondary ESL learners. For this purpose, four Form 4 learners were selected randomly. These learners showed a lot of enthusiasm throughout the 8-week lessons. Refer to table 6 below for semi-structured interview questions and responses.

The primary findings described in this section demonstrate that collaborative speaking activities may be employed in the ESL classroom; learners at any stage of language development can participate, especially if those who are new to English are grouped with supportive peers. Talk partners, Think-Pair-Share, Snowballing are some examples of activities students would enjoy and help to improve their speaking skills in ESL classroom. These are some of the activities that can be conducted in pairs or in groups. These are the activities that is going to make the ESL classroom noisy yet fun and fruitful lesson. There are many other games and activities available where teachers can adapt and adopt according to their students need.

Table 6
Semi-Structured interview Questions & Responses

Semi Structured Interview Questions	Respondent 1	Respondent 2	Respondent 3	Respondent 4
1. Do you enjoy your English Lesson? Why?	<ul style="list-style-type: none"> • Yes • My family members speak English at home to encourage me to use English. • It is fun to learn English in my classroom. 	<ul style="list-style-type: none"> • Yes, I do. • It is important • It is the most important languages in the world. • I enjoy speaking in English and try to speak fluently. 	<ul style="list-style-type: none"> • Yes • Learn lot of new activity in English • Fun and enjoying. 	<ul style="list-style-type: none"> • Yes, • My teacher teaches in fun way.
2. What are the challenges you faced while developing the speaking skills during English Lesson.?	<ul style="list-style-type: none"> • To learn and use new words during chatting or writing. 	<ul style="list-style-type: none"> • I don't know vocabularies. • I don't know what type of sentence I should use. 	<ul style="list-style-type: none"> • Scared friends laugh at me. • Use wrong words. • Pronounce words wrongly. 	<ul style="list-style-type: none"> • Not knowing the right choice of word to talk when went to overseas.
3. Did your teacher help you in the class when you had difficulties in speaking in English?	<ul style="list-style-type: none"> • Yes, always help me. • Always encourage to speak in English even broken English. 	<ul style="list-style-type: none"> • Yes, she does. • Correct the pronunciation. 	<ul style="list-style-type: none"> • Yes always. • Introduce lot of pronunciation application. 	<ul style="list-style-type: none"> • Yes. • Always guide with pronunciation,
4. Briefly explain how CJM Speaking Activities were conducted in the English language classroom.	<ul style="list-style-type: none"> • 2 Individual (tongue twister & (cook with me) • 1 pair work (flip classroom) • 1 group work (sing with me). 	<ul style="list-style-type: none"> • 2 Individual (tongue twister & (cook with me) • 1 pair work (flip classroom) • 1 group work (sing with me). 	<ul style="list-style-type: none"> • 2 Individual (tongue twister & (cook with me) • 1 pair work (flip classroom) • 1 group work (sing with me). 	<ul style="list-style-type: none"> • 2 Individual (tongue twister & (cook with me) • 1 pair work (flip classroom) • 1 group work (sing with me).
5. Does working in pairs and groups help you to build confidence to speak in English?	<ul style="list-style-type: none"> • Not always. • Sometimes I like individual work. 	<ul style="list-style-type: none"> • Yes • I don't feel shy with my friends. 	<ul style="list-style-type: none"> • Yes • Friends and I can help each other. 	<ul style="list-style-type: none"> • Yes. • I learn new things from my friends.
6. Were the speaking activities conducted using CJM Speaking Activities in the classroom interesting and effective?	<ul style="list-style-type: none"> • Yes, very interesting and effective. • We had role play and singing hip hop songs about covid 19 pandemic. 	<ul style="list-style-type: none"> • Yes, • I like my own cooking show. • Role play like teacher in flip classroom. 	<ul style="list-style-type: none"> • Yes, • Singing song about covid 19. • Tongue twister. 	<ul style="list-style-type: none"> • Yes. • I became like Video Jockey record lesson with my partner.
7. What are your suggestions to improve the speaking activities conducted in the class?	<ul style="list-style-type: none"> • More online quizzes, games. 	<ul style="list-style-type: none"> • More online English language games. 	<ul style="list-style-type: none"> • Games, quiz, storytelling, singing. 	<ul style="list-style-type: none"> • Like lot of games and songs.

Discussions of the Findings

Students' opinions on speaking exercises in ESL classes were surveyed. As a result of this, the researcher was certain that pupils would be well prepared for their SPM Speaking test. The study looked at pupils' capacity to converse in pairs while speaking. Working in pairs or groups helps students develop their communication skills since it encourages them to work together. Students are given the opportunity to work in pairs or small groups to fulfil speaking assignments that have been set to them. For this reason, Lightbrown and Spada (2006) came to the same result, stating that the pair work and group work technique helps students improve their language abilities while simultaneously completing an assignment. Group work is not a waste of time for the students, who claimed that they prefer to work in pairs or in groups rather than alone. According to Harmer (2007), who did study on the issue, students in pairs are capable of doing a wide range of tasks. In addition, Laal and Ghodsi (2011) found that collaborative learning helps students solve problems and complete assigned tasks, according to their research. The research indicated that collaborative speaking tasks in pairs or groups helped students minimize their nervousness and enhance their public speaking skills. Anxious and stressed-out kids do not learn as well as calm and relaxed individuals. According to Raja and Saeed (2012), students who work in pairs to accomplish a task report less stress since they like the process. As a result, their peers may be able to help them overcome hurdles and gain greater understanding. In pairs, pupils may grow more independent and less dependent on their teachers, (Harmer claims, 2007).

The research showed that collaborative speaking assignments reduced students' anxiety when working in pairs and improved their communication skills. Jones (2007) added to the findings by suggesting that students who are calm and relaxed learn languages better. According to Raja and Saeed (2012), students who work in pairs on a task report little tension since they like the process. This may be because their peers may help them solve problems, thereby boosting their comprehension. According to Harmer (2007), students can grow more self-reliant by working in pairs rather than alone.

Using a pair work and group work technique has proven useful for most partners and groups participating in collaborative speaking activities. First, 20 percent agree that public speaking activities encourage people to speak up more often. 56.9% strongly agree. Jones claims that student employees who work with a partner are more motivated and find the assignment more interesting (2007). Baleghizadeh and Farhesh (2014) claim that classroom pair work and group work motivate students to achieve well in school. As for solving and responding faster during speaking courses, students think that they can get support from their peers (53.8% agree, 38.5% definitely agree). According to them, students were encouraged to share their expertise and resources. 75.4 percent of students agree or strongly agree that collaborative speaking activities improve their knowledge, skills, and experiences and motivate them to use critical thinking skills. Numerous studies have shown that collaborative learning increases students' critical thinking (Ingleton et al., 2000; Mosley et al., 2016). As stated by White and Pea (2011); Dillenbourg (1999); Ingleton et al (2000), and Mosley et al. (2016), collaborative learning increases students' critical thinking. A higher-level pair usually has more information, can contribute, and can help a lower-level pair. Zohairy (2014) believes that learners prefer higher-level pairings because they provide better and more informed resources. He bases this assertion on his own study, claiming that higher level partners provide better and more competent resources. According to Baines et al (2016), students should pick a partner they can work well with because some may put in less effort, resulting in inconsistent achievement.

3.1 percent of the respondents disagreed with the results. to avoid misunderstandings and twisted relationships with their partners. As Harmer (2001) points out, pair work and group work can be troublesome when one of the partners is illiterate. For example, Zohairy (2014) explains that partners misunderstand when one of them does not actively interact. In duo work, dominance leads to misconceptions (Zohairy, 2014). Anxiety may cause problems during collaborative speaking tasks for certain linguistically challenged pupils. Tomlinson (2016) discovered that pair work and group work induce anxiety in students who are linguistically challenged. Pair work and group work can be problematic when one person prefers to be silent or avoids engaging in interaction activities (Choudhury, 2005).

Students who have prior partnership experience did well. They prefer to work in pairs rather than alone (100%) and to choose their own partners (44.6% agree and 32.3% strongly agree) for both pre-and post-tests. Like Byrne (1989); Kusdiantari (2018) advocated variable pairings in pair work and group work speaking exercises since students would change partners for each task. The students may interact with everyone in the class, which is more fun than having professors choose partners. Allowing students to work in groups with the entire class would boost their speaking confidence. They might learn from their peers instead of ineffective professors. Surya (Shit, 2013) said that all students are clever and that they only fail to perform when teachers do not offer them possibilities. Other researchers agree with Surya. Students can learn from each other's experiences in social situations (Vygotsky, in Blake and Pope, 2008). A student's nervousness increases when asked to speak in front of instructors and peers, as well as during feedback sessions when a student fails to properly explain his or her thoughts and opinions during oral presentations. Most students say pair work and group work help them to work independently of their professors. For Ohata (2005); Woodrow (2006), their peers could lead, explain, and remark on them, reducing fear. The majority of people who responded to the poll thought that pair work and group work were more effective than interacting with academics. This shows that teachers' involvement in the classroom should be limited to avoid causing anxiety among students. So, teachers who give pair work and group work speaking assignments might get students who aren't sure about speaking up.

These findings back up Bohlke's (2011) claim that continuous pair work and group work improve accuracy and fluency. So, according to Coskun (2011), fluency may be achieved through pair work and group work without the instructor's involvement. The study also found that students felt it was more successful when discussed with their peers. Jones (2007) also claims that natural speakers of a language have pauses and hesitations, and that fluency is linked to confidence. Similarly, all survey respondents agreed that pair work and group work would be unproductive for students who do not express their opinions during the tasks. Students' nervousness may be an issue here. Others may be frightened by their incapacity to participate in group activities. Shy people, according to Crozier (2002), remain silent in social circumstances. Although some students may initially be reluctant to participate in class discussions, consistent exposure to this type of activity may help them break the ice. Some pupils are afraid of being judged by their peers or being put in a pair. In order to prevent any situations that may lead to shame, they keep quiet. Zarina and Shamsa (2011) contend that negative peer pressure might negatively impact students' academic achievement and performance. Cooperative speaking assignments are one way that students may improve their speaking abilities. The capacity to converse in a second language may help students do better on their SPM CEFR Speaking Assessment. Task-based training is an effective language learning strategy (Ellis, 2003).

This paragraph discusses the research findings in two parts. This chapter's first half analyses frequency, while the second half presents paired t-test findings on RQ2. To analyse and debate the survey results, A group of 65 students who were exposed to collaborative speaking activities using the pair and group approach before being asked to complete the questionnaire concluded that the collaborative speaking tasks had more benefits than drawbacks. The SPM-CEFR Speaking Assessment is a great opportunity for teachers to help students practise bold speaking. Other comments state that teachers must share their influence with their students by encouraging them to use their own knowledge by discussing and exploring ideas and solutions. Weak and shy youngsters need special attention to benefit from active involvement. Final results, suggestions, and future research directions are summarized.

Conclusion and Recommendation

Conclusion

We anticipate that the findings will serve as a springboard for further study in this area. This study detailed students' views on collaborative speaking activities in ESL classrooms. The students' perceptions showed the value of pair work and group work speaking tasks. Students' language proficiency may be harmed in a student-centred classroom with pair work and group work speaking tasks. The students' environment may help them stay motivated and at ease when chatting with their companions. This technique also encourages students to actively participate in the task by allowing them to think critically and own their responsibilities. If they are motivated and can explain their thoughts, students will be confident in taking part in pair work and group work speaking tasks.

In this way, teachers may help children build communication skills. Lesson plans should contain activities to help students overcome their fears about learning a new language. The ability to address students' strengths and weaknesses during pair work and group work speaking exercises was critical for enhancing students' speaking talents at all levels. The teacher should supervise, assist, and motivate the students during collaborative speaking tasks. Therefore, to recapitulate, teachers in the twenty-first century should be ready to adapt to new educational trends. Several strategies have been introduced and practised to help students learn a target language. Teachers should inspire students and find methods to pique their interest in what they teach. In this study, students chose to enhance their speaking skills by working with classmates rather than by working with their teachers as facilitators. Teachers must adapt to the new teaching method, or they will be left behind, affecting their students' academic achievement. As a result, students should be given opportunities to collaborate in real-world situations.

Recommendation

Students believe that speaking activities in pairs or groups may have a major impact on their capability to successfully communicate in public. Students are motivated, enthusiastic, secure, relaxed, and sensitive while working together on collaborative speaking assignments. Additionally, students improved in grammar and pronunciation, resulting in total fluency. Teachers can help students overcome minor problems by raising awareness and conducting activities that are appropriate to their ability. Teachers can create a student-centred classroom setting in which they function as the moderator by assigning pair or group work speaking challenges. When students love this approach, there are certain negatives to consider.

In future studies, researchers should conduct pre-and post-tests before distributing the questionnaire to compare students' and instructors' perspectives. Include interviews or open-ended questions in the questionnaire. This was conducted to identify the students' perspectives on various topics. Researchers may also combine collaborative learning with other methods to improve students' verbal communication skills. So, not only can every student benefit from the advice, but teachers can also do their duties more effectively. Finally, further case studies examining the impact of collaborative speaking activities in other school types or states may be conducted. This method might give precise data regarding peer interaction during speaking exercises in ESL classes. Also, a bigger sample of students can be used as the data will be more reliable than the results of this study.

Acknowledgements

Thank you very much to Almighty God for blessing me with great health, perseverance, ability, and tolerance to finish my studies. I couldn't have done it without you. Throughout the course of the study, I would like to express my gratitude to my supervisor, AP Dr. Melor Md. Yunus, for her continual supervision, guidance, and inspiration and for supporting the submission of the paper financially by using the grant code, GG-2020-030. Her constructive advice and genuine care have enabled me to get over most of the difficult phases that I have experienced while writing this research paper. Also, not forgetting my family members for giving me the space I needed and a lot of moral support in times of hardship. Last but not least, I'd want to express my gratitude to everybody and everyone who has assisted me in my vocation, both directly and indirectly.

Reference

- Alghorbany, A., & Hamzah, H. (2020). The Interplay Between Emotional Intelligence, Oral Communication Skills and Second Language Speaking Anxiety: A Structural Equation Modelling Approach. *3L: Language, Linguistics, Literature®*, 26(1).
- Abend, G. (2008). The Meaning of 'Theory.' *Sociological Theory*, 26(2), 173–199. <https://doi.org/10.1111/j.1467-9558.2008.00324.x>
- Achmad, D., & Yusuf, Y. Q. (2014). Observing Pair-Work Task in an English- Speaking Class. *International Journal of Instruction*, 7(1), 151-164.
- Ahmad, S., & Rao, C. (2012). Does it work? Implementing communicative language teaching approach in EFL context. *Journal of Education and Practice*, 3(12), 28-35. Hussain, S. (2018).
- Baines, E., Blatchford, P., & Kutnick, P. (2016). *Promoting effective group work in the primary classroom: A handbook for teachers and practitioners*. Routledge.
- Baleghizadeh, S., & Farhesh, S. (2014). The Impact of Pair Work on EFL Learners' Motivation. *MEXTESOL Journal*, 38(3), 1-11.
- Bashir, M., Azeem, M., & Dogar, A. H. (2011). Factor effecting students' English-speaking skills. *British journal of arts and social sciences*, 2(1), 34-50.
- Blake, B., and Pope, T. (2008). Developmental psychology: Incorporating Piaget's and Vygotsky's theories in classrooms. *Journal of cross-disciplinary perspectives in education*, 1(1), 59-67.
- Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia-social and behavioural sciences*, 2(2), 1305-1309.
- Brown, H. D. (2000). *Principles of language learning and teaching* (Vol. 4). New York: Longman.

- Bueno, A., Madrid, D., & McLaren, N. (2006). TEFL in secondary education. *Granada: Editorial Universidad de Granada*, 4-7.
- Tinjacá, B. R. A., & Contreras, A. R. (2008). Overcoming fear of speaking in English through meaningful activities: a study with teenagers. *Profile Issues in Teachers Professional Development*, (9), 23-46.
- Burns, A., & Joyce, H. (1997). *Focus on Speaking*. National Centre for English Language Teaching and Research, Macquarie University, Sydney, New South Wales, Australia 2109.
- Camp, W. G. (2001) Formulating and evaluating theoretical frameworks for career and technical education research. *Journal of Vocational Education Research*, 26, 1-17. doi:10.5328/JVER26.1.4
- Cardon, P. L. (2000). At-Risk Students and Technology Education: A Qualitative Study. *Journal of Technology Studies*, 26(1), 49-57.
- Chaney, A. L., & Burk, T. L. (1998). *Teaching Oral Communication in Grades K-8*. Allyn and Bacon, Order Processing, PO Box 11071, Des Moines, IA 50336-1071.
- Chowdhury, S. (2005). Interaction in second language classrooms.
- Chu, M. P., & Nakamura, T. (2010). A study of Chinese and Japanese college students' L2 learning styles. *Asian Culture and History*, 2(2), 30.
- Coskun, A. (2011). Investigation of the Application of Communicative Language Teaching in the English Language Classroom--A Case Study on Teachers' Attitudes in Turkey. *Online submission*, 2(1).
- Creswell, J. W., Klassen, A. C., Clark, P. V. L., & Smith, K. C. (2011). Best practices for mixed methods research in the health sciences. *Bethesda (Maryland): National Institutes of Health*, 2013, 541-545.
- Crozier, W. R., & Perkins, P. (2002). Shyness as a factor when assessing children. *Educational Psychology in Practice*, 18(3), 239-244.
- Derakhshan, A., & Karimi, E. (2015). The interference of first language and second language acquisition. *Theory and Practice in language studies*, 5(10), 2112-2117.
- Dewi, R. S., Kultsum, U., & Armadi, A. (2016). Using Communicative Games in Improving Students' Speaking Skills. *English Language Teaching*, 10(1), 63. <https://doi.org/10.5539/elt.v10n1p63>
- Dillenbourg, P. (1999). What do you mean by collaborative learning?.
- Dimitriadis, G., & Kamberelis, G. (2006). *Theory for Education: Adapted from Theory for Religious Studies*, by William E. Deal and Timothy K. Beal. Routledge
- Elliott, S.N., Kratochwill, T.R., Littlefield Cook, J. & Travers, J. (2000). *Educational psychology: Effective teaching, effective learning* (3rd ed.). Boston, MA: McGraw-Hill College.
- Ellis, R. (2003). *Task-based language learning and teaching*. Oxford University Press.
- Fillmore, L. W., & Snow, C. E. (2018). 1. What Teachers Need to Know About Language (pp. 8-51). *Multilingual Matters*.
- Fitria, R. (2016). Analysing The Characteristics Of A Pair Talk On An Editing Task On Two Intermediate Indonesian Learners Of English. *Englisia: Journal of Language, Education, and Humanities*, 4(1), 42-54.
- Foote, M. Q. (2009). Stepping out of the classroom: Building teacher knowledge for developing classroom practice. *Teacher Education Quarterly*, 36(3), 39-53.
- Gerlach, J. M. (1994). Is This Collaboration? New directions for teaching and learning, 59, 5-14.

- Gilakjani, A. P., & Nasiri, A. (2016). A Review Of Efl Learners 'speaking Skill And The Strategies For Improvement. *Modern Journal of Language Teaching Methods*, 6(9), 53.
- Gokhale, A. A. (1995). Collaborative learning enhances critical thinking.
- Harmer, J. (2007). *The practice of English language teaching*. Harlow. *England: Pearson Education*.
- Herrmann, K. J. (2013). The impact of cooperative learning on student engagement: Results from an intervention. *Active learning in higher education*, 14(3), 175-187.
- Hornby, T. G., Campbell, D. D., Kahn, J. H., Demott, T., Moore, J. L., & Roth, H. R. (2008). Enhanced gait-related improvements after therapist-versus robotic-assisted locomotor training in subjects with chronic stroke: a randomized controlled study. *Stroke*, 39(6), 1786-1792.
- Howarth, C. (2001). Towards a social psychology of community: A social representations perspective. *Journal for the theory of social behaviour*, 31(2), 223- 238.
- Huang, L. F. (2011). *Discourse markers in spoken English: A corpus study of native speakers and Chinese non-native speakers* (Doctoral dissertation, University of Birmingham).
- Hussain, S. (2018). Teaching speaking skills in communication
- Hussein, N. O., & Elttayef, A. I. (2016). The Impact of Utilizing Skype as a Social Tool Network Community on Developing English Major Students' Discourse Competence in the English Language Syllables. *Journal of Education and Practice*, 7(11), 29-33.
- Ingleton, C., Kiley, M. M., Cannon, R. A., & Rogers, T. (2000). Leap into... Student- centred learning.
- Jacobs, G. M., McCafferty, S. G., & Iddings, A. C. D. (2006). Roots of Cooperative Learning in General Education. Online Submission.
- Jones, L. (2007). The student-centred classroom.
- Kandasamy, C., & Habil, H. (2018). Exploring cooperative learning method to enhance speaking skills among school students. *LSP International Journal*, 5(2).
- Kenesei, I. (1986). Gillian Brown and George Yule, *Discourse Analysis*. *Studies in Language*. 10. 10.1075/sl.10.1.16ken.
- Keyi, H. (2006). Teaching speaking: Activities to promote speaking in a second language. *The Internet TESL Journal*, 12 (11). Retrieved April, 28, 2015.
- Kivunja, C. (2018). Distinguishing between Theory, Theoretical Framework, and Conceptual Framework: A Systematic Review of Lessons from the Field. *International Journal of Higher Education*. 7. 44. 10.5430/ijhe.v7n6p44.
- Krashen, S. (1998). Comprehensible output?. *System*, 26(2), 175-182.
- Kusdiantari, F. Y. (2018). *The Implementation Of Pair Work As Technique In Teaching Speaking At Junior High School* (Doctoral dissertation, Universitas Muhammadiyah Gresik).
- Laal, M., & Ghodsi, S. M. (2012). Benefits of collaborative learning. *Procedia-social and behavioural sciences*, 31, 486-490.
- Lent, R. W., Brown, S. D., & Hackett, G. (1994). Toward a unifying social cognitive theory of career and academic interest, choice, and performance. *Journal of vocational behaviour*, 45(1), 79-122.
- Lightbown, P. M., and Spada, N. (2006). *How Languages Are Learnt* (3rd ed.). New York:Oxford University Press.
- Linton, D. L., Farmer, J. K., & Peterson, E. (2014). Is peer interaction necessary for optimal active learning? *CBE—Life Sciences Education*, 13(2), 243-252.
- Littlewood, W. (2007). Communicative and task-based language teaching in East Asian classrooms. *Language teaching*, 40(3), 243-249.

- McDonough, K. (2004). Learner-learner interaction during pair and small group activities in a Thai EFL context. *System*, 32(2), 207-224.
- Moon, J. (2005). *Children learning English: A guidebook for English language teachers*. London: Macmillan, 2005.
- Moore, K. D., & Hansen, J. (2011). *Effective strategies for teaching in K-8 classrooms*. Sage.
- Mosley, P., Ardito, G., & Scollins, L. (2016). Robotic cooperative learning promotes student STEM interest. *American Journal of Engineering Education*, 7(2), 117-128.
- Moussu, L. M. (2006). Native and Non-native English-Speaking English as a Second Language Teachers: Student Attitudes, Teacher Self-Perceptions, and Intensive English Administrator Beliefs and Practices. *Online Submission*.
- Mulya, A., & Refnaldi, R. (2016). Using School. Duolingo. Com As An Alternative E-Learning At Senior High School For Teaching And Learning English Online. *Journal of English Language Teaching*, 5(1), 287-295.
- Murgan, M. G. (2015). A critical analysis of the techniques for data gathering in legal research. *Journal of social sciences and humanities*, 1(3), 266-274.
- Ohata, K. (2005). Potential sources of anxiety for Japanese learners of English: Preliminary case interviews with five Japanese college students in the US. *TESL- EJ*, 9(3), n3.
- O'Malley, J., & Chamot, A. (1990). References. In *Learning Strategies in Second Language Acquisition* (Cambridge Applied Linguistics, pp. 235-248). Cambridge: Cambridge University Press. doi:10.1017/CBO9781139524490.012
- Rahayu, A. U. (2015). Differences on Language Structure between English and Indonesian. *International Journal of Languages, Literature and Linguistics*, 1(4), 257-260.
- Raja, N., & Saeed, A. (2012). The effectiveness of group work and pair work for students of English at undergraduate level in public and private sector colleges. *Interdisciplinary journal of contemporary research in business*, 4(5), 155- 163.
- Ramasari, M. (2017). Students Pronunciation Error Made in Speaking for General Communication. *Linguistic, English Education and Art (LEEA) Journal*, 1(1), 37-48.
- Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal*, 2(2), 6-18.
- Richards, J. C., & Bohlke, D. (2011). *Creating effective language lessons*. Cambridge, UK: Cambridge University Press.
- Roseth, C. J., Garfield, J. B., & Ben-Zvi, D. (2008). Collaboration in learning and teaching statistics. *Journal of statistics education*, 16(1).
- Scrivener, J. (2005). *Learning teaching, A guidebook for English teachers*.
- Sihit, J. (2013). Prof. Yohanes Surya PhD – Carikan Saya Anak Yang Paling Bodoh. Smith, B. L., & MacGregor, J. T. (1992). What is collaborative learning.
- Smith, B. L., and MacGregor, J. T. (1992) What Is Collaborative Learning? 1-11. <http://www.google.com>
- Storch, N., & Aldosari, A. (2013). Pairing learners in pair work activity. *Language teaching research*, 17(1), 31-48.
- Syahbandi, L. F. (2018). The Effect Of Brain-Based Learning Toward Students' speaking Skills. *JOLLT Journal of Languages and Language Teaching*, 5(2), 52-56.
- Tomlinson, B. (Ed.). (2016). *SLA research and materials development for language learning*. Routledge.
- Torky, S. A. E. (2006). The Effectiveness of a Task-Based Instruction Program in Developing the English Language Speaking Skills of Secondary Stage

- Trim, J. L. (2010). Common European Framework of Reference for Languages: Learning, Teaching and Assessment. In Cambridge University Press. (Vol. 9, Issue 2). Cambridge University Press. www.coe.int/lang-CEFR
- Touhid, T. (2018). *Effectiveness of pair work activities in ESL classrooms at the tertiary levels of Bangladesh* (Doctoral dissertation, BRAC University).
- Tudge, J. (1992). Vygotsky, the zone of proximal development, and peer collaboration: Implications for classroom practice.
- Vygotsky, L. S. (1962). *Thought and language*. Cambridge MA: MIT Press.
- Wahyuningsih, S., & Afandi, M. (2020). Investigating English Speaking Problems: Implications for Speaking Curriculum Development in Indonesia. *European Journal of Educational Research*, 9(3), 967-977.
- White, T., & Pea, R. (2011). Distributed by design: On the promises and pitfalls of collaborative learning with multiple representations. *Journal of the Learning Sciences*, 20(3), 489-547.
- Wold, J. B. (2006). Difficulties in learning English as a second or foreign language.
- Woodrow, L. (2006). Anxiety and speaking English as a second language. *RELC journal*, 37(3), 308-328.
- Yager, S., Johnson, D. W., & Johnson, R. T. (1985). Oral discussion, group-to- individual transfer, and achievement in cooperative learning groups. *Journal of educational psychology*, 77(1), 60.
- Yanagi, M., & Baker, A. A. (2016). Challenges experienced by Japanese students with oral communication skills in Australian universities. *TESOL Journal*, 7(3), 621-644.
- Zaremba, A. J. (2012). *Speaking Professionally: Influence, Power and Responsibility at the Podium* (2nd ed.). Routledge. <https://doi.org/10.4324/9781315700656>
- Zarina, A., Shamsa, A. (2011). The Conceptual Understanding and Attitude towards Algebra at Secondary School Level.
- Zhang, Y. (2009). Reading to Speak: Integrating Oral Communication Skills. In *English Teaching Forum* (Vol. 47, No. 1, pp. 32-34). US Department of State. Bureau of Educational and Cultural Affairs, Office of English Language Programs, SA-5, 2200 CStreet NW 4th Floor, Washington, DC 20037.
- Zohairy, S. (2014). Effective Pair work Strategies to Enhance Saudi Pre-Intermediate College Students, Language Production In Speaking Activities. *European Scientific Journal*, 10(2).
- Zyoud, M. (2016). Theoretical perspective on how to develop speaking skill among university students. *Pune Research Scholar an International Multidisciplinary Journal*, 2(1), 1-10.