

THE EFFECTIVENESS OF PEER COLLABORATION TECHNIQUE IN TEACHING SPEAKING AT SECOND GRADE STUDENTS OF MA DARUL HIKMAH DAREK

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ABSTRACTS	ARTICLE INFO
This research is intended to analyze the effectiveness the peer collaboration technique is helping second grade students at MA Darul Hikmah Darek to improve their speaking abilities. The method use in this study is quantitative approach with quasi-experimental design, which involved two groups: one received peer collaboration treatment, while the other taught using traditional teaching methods. The research instrument consisted of pre-tests and post-tests in the form of personal narrative speaking activities. Statistical analysis revealed a significant difference between the pre-test and post-test scores in both groups. However, the experimental group showed a greater improvement (60.21 to 93.32) compared to the control group (from 62.48 to 76.48). The result of the independent sample t-test indicated a significance value of $0.000 < 0.05$, confirming that the peer collaboration technique had a significant positive effect on students' speaking performance. These findings suggest that collaborative learning strategies can serve as an effective and interactive alternative in enhancing students' communication skills in English language learning.	Article History: <i>Received: October 17th, 2025</i> <i>Revised: October 23th, 2025</i> <i>Published: October 2025</i> Keywords: <i>English Language Learning,</i> <i>Peer Collaboration, Speaking Skill</i>

INTRODUCTION

In Indonesia, traditional English teaching methods often emphasize grammar instruction and written exercises over spoken interactions, limiting students' opportunities for authentic speaking practice and hindering their ability to express thoughts fluently. A study by Angraeny and Azani highlighted that explicit grammar instruction positively impacts students' writing skills, yet it may not adequately address speaking proficiency. Additionally, research by Fauzi & Asi found that students often feel unconfident when asked to speak English, experiencing stress and nervousness, which leads to reluctance in participating in oral discussions. These findings suggest that while grammar-focused instruction enhances certain language skills, it may inadvertently contribute to students' anxiety and avoidance of speaking activities due to fear of making mistakes.

Recent studies have explored various methods to enhance students' speaking skills. For instance, a study by Qadri et al. found that the implementation of the cooperative learning

method effectively improved English learning skills among students by promoting active participation and reducing anxiety. Similarly, Widiyani reported that the use of jigsaw method in cooperative learning helped enhance learners' speaking abilities and boosted their confidence through well-organized peer interaction. Additionally, Hidayati et al. demonstrated that the Think-Pair-Share cooperative learning strategy had a positive influence on students' speaking competence, resulting in noticeable improvement.

Building upon these findings, peer collaboration has emerged as a promising approach to address speaking challenges. Peer collaboration is a learning activity when students work in team to complete assignments, solve language related challenge, and engage in language practice. This method aligns with Vytgosky's Sociocultural Theory, which emphasizes that learning is a social process and that students develop their abilities through interaction with peers. Several studies, including Ghavifekr and Li et al., have shown that peer collaboration reduces students' fear of speaking, improves fluency and enhances engagement in the classroom.

Despite the potential advantages of peer collaboration in enhancing speaking skills, this method is not yet widely implemented in Indonesian schools, including MA Darul Hikmah Darek. Many teachers still rely on teacher-centered instruction, limiting students' opportunities to practice speaking. If this research is not conducted, students will continue to experience difficulties in speaking English. Lack of confidence in oral communication, and struggle with fluency. Moreover, teacher may persist with ineffective of instructional methods that fail to maximize students' potential in language learning. Over time, this could lead to low students' engagement, reduced academic performance, and a lack of readiness for the future communication challenges higher education and the workforce. Given this gap, this study aims to investigate the effectiveness of peer collaboration in improving the speaking skills of seventh grade students at MA Darul Hikmah Darek. The findings are expected to provide a valuable insight into how collaborative learning can be used to enhance students' speaking abilities and overall language proficiency.

RESEARCH METHOD

This study uses a quantitative research method to compare the effectiveness of peer collaboration versus traditional teaching in developing speaking skills. The design used is a quasi-experimental model, chosen because randomly dividing students into groups was not possible due to the existing class setup at school. More specifically, the research applies a nonequivalent control group design, which includes an experimental group and a control group. The quasi-experimental design is appropriate as it allows for the examination of casual relationships in real-world educational setting where strict randomization is not possible. The experimental group will participate in English learning activities through peer collaboration technique, while control group will continue with direct-instruction. To assess the success of peer collaboration in enhancing students' speaking abilities, this study will use pre-tests and post-tests as instruments to gather information. The research design applied in this study was a pre-test and post-test design. At the outset, both the control and experimental groups were given a pre-test to identify the students' initial speaking abilities. Following the pre-test, class X1 IPA 2, which served as the experimental group, received the treatment, while class XI

IPA 1, acting as the control group who were taught using conventional teaching technique. After the treatment phase, both group were given a post-test to examine whether the treatment had a significant impact on the speaking performance of the students in class X1 IPA 2.

RESEARCH FINDINGS AND DISCUSSIONS

Based on the result of the Independent Sample T-test, there was a significant difference in students' speaking scores between the experimental group and the control group after the treatment. Before the treatment was given, the mean pre-test score of the control group was 62.48, while the experimental group's mean score was 60.21, as shown in the descriptive statistics. This indicates that both groups started with a relatively similar level of speaking ability.

After the treatment, the average post-test score in the control group increased to 76.48, whereas the experimental group's score increased dramatically to 93.32. This substantial gain in the experimental group suggests that the students who were taught using the peer collaboration technique made greater improvement in their speaking skills compared to those in the control group, who were taught using conventional methods.

Furthermore, the result of the Independent Sample T-test showed that the t-value was 20.82, with a degree of freedom (df) of approximately 29.55, and the significance value (Sig. 2-tailed) was 0.000. Since the significance value was less than 0.05, this indicates that the difference in post-test scores between the two groups was statistically significant.

In other words, the alternative hypothesis (H_a) was accepted, and the null hypothesis (H_0) was rejected. Therefore, it can be concluded that the peer collaboration technique had a significant and positive effect on improving students' speaking skill.

This result confirms that Peer Collaboration Technique is effective in improving students' speaking performance. By interacting with peers, student became more active, confidence and engage during the learning process. They had the chance to express their ideas, correct each other's mistake, and support one another in practicing English.

The results of this study align with numerous earlier studies that investigated the impact of peer collaboration on learning English. Similar to the study by Lam Ky Nhan, which emphasized the positive impact of peer interaction on speaking skill development, this research also found that students became more active and engaged when collaborating with peers. However, this study differs in its specific focus on second-grade students at MA Darul Hikmah Darek, while other studies were conducted at different educational levels such as at the university level, and in secondary schools. Moreover, while the current study focuses on speaking skills, some previous research addressed other aspects of language learning, including writing and vocabulary acquisition. These differences highlight the distinct contribution of the present study in demonstrating the effectiveness of peer collaboration in improving speaking performance at the lower secondary level. The improvement found in this study supports the student-centered techniques can be more effective than conventional teacher-centered approaches in language learning.

Other studies also support these findings. A study by Hanh and Huyen, found that the peer collaboration significantly enhanced speaking performance and reduced students'

speaking anxiety. Similarly, research by Lestari et al. demonstrated that peer-assisted learning in increasing students' active participation and speaking fluency in EFL classrooms. Moreover, Hudriati et al. emphasized the importance of cooperative learning strategies like peer collaboration in boosting learners' confidence and willingness to communicate. Another study by Harun and Abdullah highlighted the role of peer feedback in developing speaking competence and collaborative interaction in digital learning environments. These findings further strengthen the argument that peer collaboration is a viable strategy in modern English language instruction.

In conclusion, the findings of this study show that the Peer Collaboration Technique can be a useful method in teaching speaking. It helps students improve their ability to work in teams and engage in meaningful communication in the classroom. By encouraging interaction, sharing of ideas, and mutual support, this technique not only enhances speaking skills but also builds students' confidence and motivation to participate actively. Therefore, applying this method in speaking activities can lead to more effective and enjoyable language learning experiences.

CONCLUSION

It can be concluded that the Peer Collaboration Technique had a significant effect on students' speaking skills at MA Darul Hikmah Darek. The implementation of peer collaboration made the learning process more interactive and enjoyable, allowing students to build confidence, express their ideas more freely, and support each other during speaking activities.

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