

COLLABORATIVE PROGRAM STRATEGY IN ENGLISH SPOKEN CLASS

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ABSTRACT

This research is derived from phenomena of finding the teaching technique that can accommodate the students' feeling of comfortable in learning English. The collaborative program was used to answer this problem. The purpose of the research was to know whether or not the collaborative program could improve the EFL students' speaking ability significantly. The research was conducted by using quasi experimental design which applies treatment class and control class as the source of data collection. The participants of the research were 16 students in each classes. They were the students who learnt Speaking 1 at Mahaputra M. Yamin University. Data was collected from oral test and classroom direct observation. The result of the test showed that there was a significant improvement toward students' speaking ability through this technique where t -calculated score was 3.55 while the t -table score was 2.11. The observation data showed that all students had participated actively in the class discussion and created their own program in a fun way. This research has shown how the collaborative program can improve not only the skill of EFL students in speaking but also the way the students learn a topic with more fun and comprehensible.

Keyword: *Collaborative program, indoor activity, independent activity outdoor, students' program, teacher's program.*

INTRODUCTION

Recently, the research on methods of teaching English focuses more on the students' feeling during the learning process to achieve a maximum result of the study. Then, there are some games used in learning a language. The game can be traditional games that are familiar to the students or it can be also the game use modern technology. The principle of implementing this method is to create a fun learning condition which in turn will increase the motivation of students in teaching and learning process.

However, the main question that should be addressed is do those researches really accommodate what the students want in learning a new language? It is already known that human being is unique and they learn something through various ways. But one important aspect of learning a language is it

must be meaningful. Then, do the teachers create a program of teaching English involves students on the way of implementing the program? And the answer mostly is no.

As mostly happen in Indonesia, English is not the first language nor a second language, but it is a foreign language. Most of English teachers have tried to implement various methods of teaching English to students, but the result is still not satisfied them. Various techniques of teaching used by teachers during teaching and learning process seem not to be able to reduce the complains of the teachers about the result of their teaching and learning process, especially in learning English as a foreign language. Most of EFL students still get difficulties in performing their ability in spoken English. This phenomenon is very interesting to research mainly in discovering the source of the problem and a possible solution.

In Indonesia, English has been taught from elementary school to university. The teachers use integrated technique in which speaking as the main skill in teaching process. The result shows that the students face difficulty when communicating using this language. Even for those who are already in university. English is still a difficult subject for them to learn. It is not only faced by the students whose major is not English, but also by those who learn English as their major.

Furthermore, for the English students, the spoken English is learnt at the first semester. In this subject, students are required to have ability in spoken English at least at the basic level. They are demanded to be able to perform daily conversation well. To reach this purpose, the lecturer tries to implement plenty of techniques of teaching spoken English.

For speaking class, especially speaking 1 in which the students start studying it with minimal basic of spoken English ability or even no ability in using this language, it is a very tough job to make the students communicate by using English. In some private universities, it is tougher. The students will be able to communicate by using English after two to three years of study. The fact shows that the students can communicate in English with some problems of word choice, pronunciation or understanding interlocutor. How do lecturers teach the spoken English to the students? The answer is clear that the lecturers have implemented various techniques in teaching speaking as what they have got whether from books or explanation in teaching methodology classes.

Various researches on teaching English to ESL Students or to EFL Students aim at finding the most effective method, technique, or strategy that can make students enjoy learning English and at the same time get the best result of their learning process. Enjoy learning means that the students do not feel burdened and depressive during the learning process. As widely known that a comfortable class can help students to understand the lesson and get good result of learning.

Some researches consider on the students feeling of comfortable in learning. One way to make students feel easy in learning English is by using L1 as a media of instruction. Researches on this technique have shown that the researchers want to create a situation in which the students will not feel stress in learning (Atkinson, 1987; Harbord, 1992; Butzkamm, 2003,; Jandallah and Hasan, 2011)

Furthermore, to guarantee the students will enjoy learning English has triggered researchers to develop new strategies. One of them is using Native English speaker as a teacher in the class. The aim of using native English speaker is to create a natural condition of learning English. However, Merino (1997) has conducted a research on the advantages of using Native English Speaker Teacher compared to Non-Native English Speaker Teacher which shows the result that using NEST is not superior than using non-NEST.

Another topic of research that concerns on the students' feeling of comfortable in learning is using authentic spoken materials. This technique focuses on finding spoken materials that is close to the real world of the students. The aim of this technique is to make students familiar with the situation and topic of the material used by the teacher. The closer the students to their real world, the easier the students to share and contribute in the class. In turn, they will be able to use this language well (Nunan, 1989; Bacon and Finneman, 1999; Huessien, 2012, and Polio, 2014).

Previously, teaching a language was fully concerned on how to achieve good result. There was no consideration on how the students' feeling during teaching and learning process. One of the method is Grammar Translation Method (GTM). It is off spring of a method in teaching English. As its name, the focus is on learning a language through learning detail of its grammar rule. The aim is to enable students to read literature in order to benefit from the mental discipline and intellectual development that result from foreign language study (Richard and Rodger, 1986).

The next period was the development of many methods of teaching English oriented on product without the consideration of students' feeling of comfortable. Oral approach, Audiolingual Method, CLT, Total Physical Response, the Silent Way, Community Language Learning, or Natural approach are the examples of the ways of learning English concern on the final result. Meanwhile, there was one method that tries to consider the students' feeling. The method is suggestopedia developed by Bulgaria psychiatrist educator Georgi Lozanov. This method focus on creating a comfortable situation of studying room such as decoration, furniture and the use of music.

Shintani (2015) offers Task Based Language Teaching as one of the solutions. TBLT will make learners treat language as a tool for achieving a communication outcome rather than an object to study. This method triggers the learners to learn a language through completing task given by a teacher. In doing the task, language is used as a tool. However, this method is only suitable for elementary school students where younger children learn a language incidentally not intentionally. There is an admission saying that youngsters and adult learners will not be effective to be given this method since mostly they learn a language intentionally.

Related to this condition, there must be a method that can trigger the adult learners to have a condition where they learn a language incidentally. The way to make it happen is by triggering the adult learners to make some activities out of the class in English, for example by asking them to make a video of their village where there must be English in it. This activity is believed to be completed by

the learners on the target of making video and the English will be used as a fun as well as meaningfully.

Then, there must be more comprehensive program that can trigger the students to learn more and fasten their ability in spoken English. However, the program should accommodate the students' condition in which they are influenced by the development of communication technology like cell phone, social media, easy access to any knowledge sources and having more opportunities to communicate orally with other people from all over the world.

Therefore, there must be a mutual cooperation between students and teacher. If so far, the students wait for the lecturer's instruction in the class and involve themselves as the lecturer asks to, it seems that they will gain their knowledge and skill slowly. There must be an innovation where the students program themselves to learn and suit it to the lecturer's program.

METHOD

Aim and Research Question(s) and Rationale

The idea of this research is to trigger the students to get involved in teaching and learning process more. They must be empowered in creating learning situation that can make them not burdened in learning because feeling of comfortable can generate the students' motivation in learning. Therefore, following instruction whether in form of lesson plan or syllabus provided by lecturer may create a stressful condition for students to follow. The use of syllabus in every semester may force the students to do the program provided by the lecturer. In some cases, the program made by the lecturer can motivate the students to learn but in the class only, some others are not motivated by the program and seem burdened by the program. As a result, there will be no satisfaction target can be reached.

A question that should be answered is how to make the students enjoy studying English not only in the class but also independently after the class. Since a student is an individual with his own interest in learning. It is a hard job to create a syllabus or lesson plan to make them feel comfortable to study. One possible way to do is to pull the students' interest into the program. Students must be triggered to create their own program, and then their program will be combined with the teacher's program.

Furthermore, teacher and students can make a collaboration program to be implemented in the class. By doing so, there will be many innovations in the teaching technique created by the teacher because every class will have various preferences in learning. This combination is assumed to be able to trigger the students to learn more, faster, and more creative. In turn, it will fasten the students' ability in mastering oral English.

Significance of the Research

This research will be very useful as a solution of the problems in teaching Spoken English to EFL students. English teachers who teach spoken English to EFL students will get a new method of teaching that ensure the students will have an opportunity to learn English that suitable with their wish in learning. Besides, this method may create new technique of teaching English since the students may create their unique way of learning and it will be combined with the teacher's program in the class. That is why this technique can guarantee the students will have fun in learning this language not only in the class, but also outside of the class.

Research Questions

1. How significant is the effect of collaborative program toward students' speaking skill?
2. How is the students' participation in the class?

FINDINGS AND DISCUSSION

This research was a SLA classroom research. In conducting this research the design used was quasi-experimental design with pre- post test because this study aim at determining whether a program or intervention applied has the intended effect on students of EFL. This study used two classes divided as treatment class, the class with Collaborative program, and control class. The participant of this study were 16 students for treatment class and 16 students as well for control class. Both of these classes were purely consisted of students with English was not their main language of communication. Everyday, the students used Bahasa Indonesia or Minang Language (Local ethnic language) as their media of communication. They learnt Speaking 1 at University of Mahaputra M. Yamin.

The sources of data were from interview test and direct observation in the class. The interview test was used to grade or score the students' ability in English spoken language based on the criteria proposed by O' Malley and Pierce, 1995, they are : 1) Grammar, 2) Fluency, 3) Vocabulary, and 4) pronunciation. While the direct observation was used to see the motivation and students' participation in the class.

Procedures of implementing Collaborative Program

To implement this technique, there are two main phases to be taken into account. Firstly is in the initial meeting of a semester and secondly is in weekly meeting.

A. The Initial Meeting

It is very important to consider that the first meeting of a semester a teacher should not directly deal with the subject to learn. It is suggested that in the first meeting a teacher

makes a lecturing contract with the students. In this meeting a teacher should make an agreement on how the class will run for a semester and how the students will learn.

It is the right time for a teacher to explain about the way how the students will learn speaking through collaborative program. The followings are steps to be implemented by the teacher:

- 1) Explaining topics to learn in a semester
- 2) Creating group (the number is adjustable)
- 3) Choosing captain based on some criteria and explaining the privilege that the captain will get together with punishment for not doing the program
- 4) Brainstorming the students on ways of learning Speaking interestingly
- 5) Asking students to discuss their strengths and weaknesses in learning
- 6) Asking captain to lead their own group discussion about what are the best and interesting ways of each topics given and set their outdoor meeting to run their program

B. Weekly Meeting

For every week meeting, the students' program is evaluated. The teacher visits the group and asks about the program that they have made and ask how and when they do the program. Then, the teacher can give reward and punishment in this evaluation session.

The steps for weekly program are as follows:

- 1) Evaluate each group outdoor activities
- 2) Choosing the best activities for reward
- 3) Collaborate one of the group's program with teacher's program
- 4) Asking each group to present the collaborative program (can be in form of presentation, performance, or discussion)
- 5) evaluation

At the end of the semester, the students were given the test. The data collected from the test, then calculated to see the normality and homogeneity of the data and finally calculated the t- test. From the calculation, it was found that the data had its normality. The data were also had its homogeneity where the F calculated was 1, 47 while the F table shows 2,41. Since the data have shown the homogeneity, the next step was to test the hypothesis. The t- test result showed that the score was 3,55 while the t- table is 2,11. Because the t-calculated is higher than the t- table, it can be concluded that the null hypothesis was rejected. therefore, it can be said that the implement of collaborative program in teaching spoken English to EFL students can improve their speaking ability significantly.

The quantitative data was in line with the data gathered from direct observation. In this study, all of the students had opportunity to practice their English directly to the teacher. As its name, collaborative program, this teaching technique implemented two programs in the learning process. The teacher's program was applied through theories lecturing and assigning group discussion. During the explanation of the topic to be discussed the students were seriously listening and involving in the discussion. They participated in giving contribution and asking questions.

Especially to the group captains, they tried hard to comprehend the instruction then explained it to their members during the group discussion. It was because the captain had privilege for the final grade and at the same time they would get punishment in form of reducing score if they failed to make their members actively and seriously involved in executing their programs.

Then, the students' program was in form of independent practice out of the class. Then, they presented their program in the class through multimedia like power point slides and video. When the students were free to choose the way they wanted to practice, the result was very surprising. Descriptive topic, for example, was practiced variously by different groups. There were two groups went to one of their member's village to describe the village. They provided the description with real picture of the nature and used the generic structure and Language features well. Then, the other two groups chose to explain the city and their campus.

CONCLUSION AND SUGGESTION

In conclusion, the collaborative program can ensure that students can get the real fun of learning English. They can learn English naturally without being burdened by memorizing dialogues, vocabularies, or acting in role play. The students learn English happily and they are free to choose the way to practice and execute the topic given by the teacher.

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