CHAPTER I
INTRODUCTION

1.1 Background of the Study

Over the years, English has been an integral part of education and officially taught as a foreign language in the country since 1950. The status of English in Indonesia is well documented in the state decree number 096/1967 of the Ministry of Education and Culture of the Republic of Indonesia. This status clearly defines English as a foreign language and as a compulsory subject within the curriculum from secondary schools to tertiary levels throughout the country.

The role of English as a foreign language has undergone through important phases of development. One striking development is the growing tendency to place English equally important as science education as an impact of globalization. With the development of science and technology, English has gained wider acceptance as an important tool for international communication, especially in establishing bilateral cooperation with other nations. The number of people around the globe learning and using English as a second or foreign language (L2) has exceeded one billion (Crystal, 1997). Many non-English speaking industrialized countries devote their effort to students' English language education because English serves as the language of international commerce and various communities such as tourism, politics, and science (Brown, 2000). This impact has led English to gain status as 'lingua franca'.

English is used in almost every corner of the world; it is spoken by more than a billion speakers around the world. Native speakers of English constitute about a quarter of the total number of speakers, whereas the rest of the speakers use it as a second or foreign language (Alqurashi, 2022; Crystal, 1997). Therefore, it has become the world's lingua franca, a language that can be labelled as an international language. For this reason, it became a necessity for most people to be able to communicate in English since the English language is a globally acknowledged means of communication, at least in business, science, and technology. So, people from different regions with different languages could meet and communicate easily using English (Wang & Tseng, 2020; Zughoul, 2003).

Given the importance of English as a lingua franca in Indonesia, teaching English needs to be done at an earlier age, for instance, from the elementary school level. This is relevant to what is shared by Jianbin and Jiayan (2010) and Wang and Vasquez (2012) that the teaching of English needs to be oriented earlier in order to provide students with some competencies to communicate and compete with people in a global world. Unfortunately, with regard to the 2013 Curriculum, Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud, 2013), English is officially taught to students at junior high school level. According to the curriculum, one of the goals of learning English is to achieve the goal of communication in a social context. Students' character education for both academic competence and social skills. The patterns of teachers' approaches in teaching English are very crucial. Students at junior high school have unique characteristics to produce certain outputs. The characteristics of junior high school students are easily

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stimulated by dynamic, challenging and fun activities (Harklau, 2007). Therefore, students will find themselves interested in learning when teachers deliver their lessons using fun, non-boring, and contextual ways that are relevant to their daily life.

Scholars have regarded English as a global language that connects people from all over the world (Andries & Lengkoan, 2023). Learning English as a second language can help students connect with people worldwide and improve their job opportunities in today's global economy (Shofwani et al., 2019). English is crucial in many parts of our lives. It's used widely in education, business, socializing, politics, and entertainment (Silalahi et al., 2024). English has a big influence globally, including in Indonesia. The Indonesian government sees how vital it is to teach English in both formal schools and other learning settings. In Indonesia, English is considered more important than other foreign languages (Shofwani et al., 2019). Hampp (2019) suggests that Indonesian students should start learning English early to keep up with modern changes. Learning English early is important because language affects how people behave, especially in Indonesia. English education focuses on four main skills: listening, reading, writing, and speaking.

Vitality of the language skill and its importance in the world of global economy is apparent in a scholar's statement. Richards (2008) argues that one of the simple facts of life in the present time is tht the English language skills of a good proportion of its citizenry are seen as vital if a country is to participate actively in the global economy and to have access to the information and knowledge that provide the basis for both social and economic development. He convinces that central to this enterprise are English teaching and English language teacher education. However, the learning and teaching of English in Indonesian tertiary education has faced some challenges. More and more tertiary learners find it difficult to read and understand academic text in their respective subject disciplines. Recent investigation of the reading behaviour of EFL learners in Indonesia demonstrated that their main motivation to read was for fulfilling the assignment (Erna Iftanti, 2012).

Other teaching practitioner claims that even though English is officially taught throughout secondary schools and at the university level in Indonesia, competence in this foreign language among high school and university graduates is generally low. Only students coming from the middle and upper socio-economic classes have the easy access and opportunity to enhance their English proficiency beyond that of their peer level through other means such as private courses, computer-aided language instruction, and exposure through Western-influenced TV channels, foreign movies, and networks with expatriate communities (Lie, 2007). Outside the academic and professional worlds, English has never been widely used as the lingua franca of the majority of the population. Yet, there have been a growing number of speakers of near native level to broken English use especially among the class segment of the population Propositions and believes about erformance of EFL learners from teaching practitioners brought present and future development of reading research.

an important skill in learning and teaching English (Shofwani et al., to speak well is very important for students because it helps them e their thoughts, and communicate clearly (Silalahi et al., 2024).

According to Chaney (1998), speaking means using words and gestures to share and understand information in different situations. Many Indonesian students find it hard to speak English well. Their short answers show how their English teachers teach them (Shofwani et al., 2019). Faridi et al, (2014) suggested that performing arts involve individuals or groups working together at a specific time. When speaking in a group, each person contributes to the conversation, creating a message during the activity. This kind of talk often leans towards monologues rather than dialogues. Speaking is crucial when learning and teaching English. Permatasari and Bharati (2015) discovered that English language students are not very active when speaking in foreign language classes. So, the way teachers lead classes has a big effect on how students learn. To help kids speak better, teachers can use methods that focus on them. Learning this skill helps students achieve the goals of learning English. It also enables them to communicate effectively with native English speakers (Shofwani et al., 2019).

Self-confidence plays a crucial role in motivating students to improve their speaking skills. When students feel confident, it inspires and encourages them to do better (Silalahi et al., 2024). Benabou & Tirole (2002) discovered that students who believe in themselves speak fluently and confidently. So, Feeling sure about themselves is key for students to want to get better at speaking. When students believe in themselves, it encourages and drives them to improve. In classrooms, students need self-confidence to show they know their subjects well. Confident students talk easily with others, communicate clearly, and feel more driven to do well in school, especially in subjects like English that demand strong language skills. Speaking confidently is a key part of mastering English (Silalahi et al., 2024). According to Rakhmat (2005), people who lack confidence often avoid talking and stay quiet in conversations. According to Myers (1988), people who are self-confident speak confidently, remain calm when talking, and communicate effectively using clear and simple language. This shows that how well someone speaks is affected by their psychological traits, particularly their level of self-confidence. Positive feedback and encouragement from team members can make students more confident, happier, and boost their self-esteem. This is especially true in collaborative learning (Schulze, 2022).

Collaborative learning, where students work together, has become very popular as an active way to learn (Barkley et al., 2014). Studies have shown that working in groups can help students think more critically, embrace diversity, overcome fear, and build self-confidence (Gokhale, 1995; Kirschner et al., 2018; Laal & Ghodsi, 2012; Roberts, 2004). In collaborative learning, tasks are done one after another, with everyone working together on each part step-by-step (Dillenbourg, 1999).

The well-known collaborative learning expert, Bruffee (1999), says that working together helps students connect the different areas of knowledge they belong to and that knowledge their professor has. This idea challenges traditional views of power and that knowledge is created through social interaction rather than from professors to students (Bruffee, 1984, 1999). Roschelle & ribe collaboration as people working together in an organized way

ies have been conducted related to the use of the collaborative improve students' speaking skills (Ayyub et al., 2021; Mitrevski,

2023; Mobarkeh, 2022; Pattanpichet, 2011; Tampubolon, 2018). However, this research has similarity and difference with the previous study. The similarity is that all researchers use collaborative learning to improve students' speaking performance which the differences are that this study focuses on self confidence, and uses different locations for the research.

Self-confidence is an important part of learning and is interesting to study in various situations, especially for senior high school students in informal schools. The British English School in Makassar, South Sulawesi, also faces issues with students' self-confidence, fear of making mistakes, and anxiety. The researcher observed that these problems make it hard for many students to speak English. As a result, they often don't understand their teacher and are seen as unsuccessful in learning English. Sari (2017) said that students felt nervous and lacked confidence when asked to present in front of the class. They were scared of making mistakes while speaking.

Based on the statement above, the researcher tries to reveal how collaborative learning develop self-confidence of the students, to reveal how collaborative learning enhance the speaking performance of the students, and analytically describe the extent to which students' self-confidence has correlation with students' speaking performance in collaborative learning. Understanding how collaborative learning impacts self-confidence can improve language teaching methods, making learning more effective and enjoyable. This approach reduces fear and anxiety, encouraging students to speak more freely and comfortably in a second language, which boosts their confidence and participation. The findings of this research can contribute to enrich the proper media in improving students' self-confidence when speaking English in formal and informal institutions in Indonesia.

1.2 Research Questions

Based on the background of the study stated above, there are some problems which can be identified as follows:

1. How does collaborative learning develop the self-confidence of the students?
2. How does self-confidence enhance the speaking performance of the students?
3. How is students' self-confidence related to students' speaking performance through collaborative learning?

1.3 Objective of the Research

Based on the problem statements mentioned above, the objectives of this research are as follows:

1. To reveal how collaborative learning develop the self-confidence of the students.

2. To _____ he how self-confidence enhance the speaking performance of the

_____ be the correlation between students' self-confidence and students' _____ performance through collaborative learning.

_____ the Research

_____ of this research are expected to show how collaborative learning _____ self-confidence when speaking English. This can help improve

teaching methods, making learning more enjoyable and effective. The findings may also help reduce students' fear and anxiety, encouraging them to participate more and improve their language skills. Increased self-confidence can lead to higher self-esteem and better academic performance. Additionally, the research can offer useful tips for teachers, leading to better educational practices and policies that benefit many students and schools.

1.5 Scope of The Study

This research focuses on students at the British English School in Makassar, South Sulawesi. It aims to see how well collaborative learning helps students feel more confident when speaking English. It wants to find out how students' confidence changes, how much they participate, and how well they speak English. The study hopes to give practical ideas on using collaborative learning in language teaching to boost students' confidence.

1.6 Definition of Terms

The definition of certain terms are presented below for making clear what readers interpret toward this research studies about.

1. Collaborative learning

   Collaborative learning is a teaching method where students work in pairs or groups to achieve shared academic goals, which encourages active participation and helps learners support each other in understanding materials (Macaro, 1997; Chandra, 2015).

2. Self-Confidence

   Through collaborative learning, students gain more opportunities for interaction and peer support, which gradually develops their self-confidence in using English during communication (Dornyei, 2002; Anwar, 2016).

3. Speaking Performance

   As students' self-confidence increases through collaborative activities, their speaking performance improves, allowing them to express ideas more effectively and engage in meaningful oral communication (Kayi, 2006; Abe, 2013; Uztosun, 2020).

CHAPTER II
LITERATURE REVIEW

2.1 Previous Studies

In the area of collaborative learning and speaking skills, a lot of research was conducted in this area. To begin with, Yuh and Kaewurai (2021) carried out a study titled *An Investigation of Thai Students' English-speaking Problems and Needs and the Implementation of Collaborative and Communicative Approaches to Enhance Students' English-speaking Skills*. They researched Thai students' English-speaking problems and how collaborative and communicative methods can help. They involved 100 students, 20 teachers, and eight specialists through structured interviews. The study found that students struggled with grammar, vocabulary, pronunciation, and understanding accents. Classroom issues included teacher-centered methods and negative feedback. Students also felt afraid of being mocked and lacked confidence. They suggested using group work, role-playing, and interactive games to improve skills. Films and audio made learning more engaging. Overall, these collaborative methods helped improve students' English-speaking abilities.

Also, Pattanpichet (2011) conducted research titled *The Effects Of Using Collaborative Learning To Enhance Students' English Speaking Achievement*. This study looks at how working together in groups can improve students' speaking skills. It involved 35 university students taking a basic English course at Bangkok University. The researchers used tests before and after the group activities to compare the students' speaking performance. Students also kept diaries, filled out a four-scale rating questionnaire, and took part in semi-structured interviews at the end of the course to give feedback on the group learning. The data was analyzed using various statistical methods. The results showed that the students' speaking skills improved, and they liked the group learning activities. The study also offers suggestions for future research and teaching methods.

Furthermore, Ha et al. (2022) conducted a study titled *The Effects of Collaborative Learning on Young ESL Learners' L2 Anxiety and Speaking Performance*. This study focuses at how collaborative learning can help young learners at an English center in Ho Chi Minh City improve their English speaking skills and reduce their fear of speaking a foreign language. A variety of instruments were employed to assess the changes in learners' FLA and speaking performance, including the teacher's diary, follow-up interviews, and pre- and post-tests based on Aydin et al.'s (2017) Children Foreign Language Anxiety Scale (CFLAS). After five weeks of using the collaborative learning method, the learners showed a small decrease in their FLA and improvement in their speaking skills. Additionally, the students felt positive about and enjoyed the group learning. These findings suggest that group learning can be a helpful way to manage their anxiety and become more confident when speaking the language.

Ayub et al. (2021) completed research entitled *Promoting the Speaking Skill by Implementing Collaborative Learning Method in Teaching*. This study examined how Collaborative Learning can improve students'

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speaking skills in the second semester of the English Education program at Muhammadiyah University in Makassar. It used a quasi-experimental design called the non-equivalent control group design, with purposive random sampling to choose 38 students. These students were divided into two classes: II G (experimental) and II C (control). A speaking test was used as the instrument to measure speaking skills. The results were analyzed using SPSS 25, which showed that the significance value (sig 2-tailed) was 0.000, which is less than 0.05 for both accuracy and fluency. This means that the first null hypothesis, stating there is no significant difference between pre- and post-test scores for students' speaking skills, was rejected. The research concluded that using Collaborative Learning to teach speaking improves students' accuracy and fluency.

Still, Mitrevski (2023) carried out a research entitled *The effects of collaborative learning in developing speaking skills*. This study aims to understand how collaborative learning can be used to improve speaking skills. Speaking is one of the four key skills in learning English as a Second Language (ESL) and English as a Foreign Language (EFL), and many believe it is the most important because it is used the most in real-life situations. Collaboration, or working together, can be one of the best ways to help many students improve their skills. This study will show and investigate how collaborative learning impacts students' speaking abilities, its effectiveness, and any challenges that come with using this method. In Sweden, the English syllabus for grades 7-9 aims to help students develop communication skills, understand spoken language, and adapt to different situations (Skolverket, 2022). This essay uses various research papers from databases, which have been reviewed and connected to the research questions.

Additionally, Tampubolon (2018) performed a study titled *Improving Students' Motivation in Speaking through Collaborative Learning*. The purpose of this study was to see how well collaborative learning works for teaching speaking skills to tenth graders at SMA SWASTA HKBP 1 TARUTUNG. The study used action research, which helps teachers apply research findings to their own teaching. The project involved the writer, the English teacher, and another teacher working together through several phases: preparation, planning, action, observation, reflection, and preplanning. They used collaborative learning to improve the students' speaking skills. Data was collected using documents, questionnaires, and observation. The study focused on a tenth-grade class with 25 students. Initially, some students had difficulty with speaking, so they implemented a second cycle to improve the results. In the second cycle, students enjoyed the class more, and the class became more lively. Collaborative learning made students more involved and talkative with both the material and their classmates. It helped students share their knowledge and understand the content better. Students felt more motivated to learn together instead of alone.

, the researcher found out that the majority of the research was
r indirectly with collaborative learning, and she confirms that
is an approach that can help students improve their proficiency in
motivate them to talk or engage with others in the classroom,
make the teaching-learning process more pleasurable.

2.2 Theoretical Background
2.2.1 Self-Confidence
2.2.1.1   The Definition of Self Confidence

Self-confidence is the feeling of trusting and believing in your own ability to do things well. According to Griffee (1997), self-confidence is crucial for communicating with others. It involves feeling secure, comfortable, and ready to speak. A speaker's confidence can be affected by their personality and surroundings. Having self-confidence is believed to help students understand and speak better.

The term 'confidence' comes from the Latin word 'confidentia', meaning 'to have faith' and 'to trust' (Lland, 2013). Self-confidence is when a person recognizes their own abilities, loves themselves, and is aware of their feelings and emotions (Hambly, 1997). Mutluer (2006) describes self-confidence as feeling good because of positive thoughts and emotions. According to Preston (2001), when learners believe in their abilities, they can learn more easily and complete tasks without distractions that might slow them down. Self-confidence plays a key role in everything learners do, especially when it comes to achieving goals they care about the most (Kakepoto et al., 2012). Confident learners set specific goals, trust in their abilities, and know how to reach those goals. They also strongly believe they can succeed (Murray, 2006; Tracy, 2008).

Gilbert and Procter (2006) suggest that having high self-confidence is linked to better speaking skills in language learners. Confidence is seen as a key part of any good performance, as it naturally helps presenters share their thoughts clearly and effectively (Kakepoto et al., 2012). Hale (2004) adds that learners with high self-confidence believe they can easily overcome challenges that might affect their speaking. In contrast, people with low self-confidence often need approval from others, see themselves as ineffective, and believe they can't handle everyday problems (Nelson-Laird, 2005). Similarly, learners with low confidence struggle to believe in themselves and find it hard to reach their goals (Wright, 2008).

According to Brown (2001), self-confidence is the belief students have in their ability to successfully complete a task. Self-efficacy and self-esteem are two key factors that contribute to self-confidence. Students develop self-efficacy when they see themselves mastering skills and reaching goals during learning activities. This means that self-confidence is about students believing in their ability to handle specific tasks. Someone with good self-confidence tends to speak well. However, not all Indonesian students have strong self-confidence. It's important to boost students' confidence to help them overcome their challenges in speaking English.

Self-confidence is a positive attitude a person has about themselves. While others might find something difficult, a person with strong self-confidence will handle it

n the counseling center at the University of Illinois Urbana- s self-confidence as having a positive attitude but staying realistic. elf-confident person generally feels in control of their life and can nd expect. Self-confidence means that even if things don't go as eve that, eventually, things will work out.

nty of evidence showing a link between speaking ability and English as a Foreign Language) learners. According to Kanza

(2015), self-confidence is something EFL students need to develop in terms of their feelings, beliefs, and trust in their ability to speak effectively. These factors are important in language learning and play a big role in achieving speaking proficiency. Confidence in speaking can be improved through different language learning strategies. When EFL learners have strong speaking skills, they can better present their ideas and opinions (Kanza, 2015). On the other hand, a lack of confidence leads to anxiety and makes it hard to communicate successfully. For students in fields like aviation, boosting confidence is essential for future speaking tasks. It's widely believed that confidence in speaking can help students become better versions of themselves. Therefore, a key part of improving speaking skills is motivating students to build their confidence.

Having high self-confidence means that someone can show their abilities. Azizi & Mahmoudi (2018) indicate that they have high self-confidence because they feel they have a good ability to accept innovation and change. By believing that they have this ability they set the desired expectations and goals, communicate well, and be able to handle criticism from others.

On the other hand, with low self-confidence, they feel hesitant to do something because they are afraid or anxious about acting, are passive in any activity, and find it difficult to believe in others or even themselves. In the research Park and Lee (2005) found that low self-confidence or high levels of anxiety negatively affect students' oral performance. Low self-confidence experiences anxiety or feel anxious because they are afraid of mistakes that can affect a person's abilities or skills.

Having high or low self-confidence depends on the person's self and the perception they think of himself. If they already believe in their abilities, it means they have high self-confidence and when they feel anxious or afraid of being wrong, they have low self-confidence. It all depends on the thoughts and attitudes they take on him.

2.2.1.2 The Causes Students' Lack of Self-Confidence in Speaking English

According to Ninuk & Maria (2017) there are several factors that affect confidence in speaking:

1. Fear of Mistakes

    Apprehension about making a mistake Fear of making a mistake is a major factor in students' reluctance to speak English. In addition, the pupils fear ridicule from their peers and criticism from their teachers. For example, when speaking English, students feel afraid to make mistakes, and students feel they will be ridiculed by friends and laughed at by friends if they are wrong in speaking English.

2. Shyness

    Some students see shyness as an emotional issue that prevents them
    from speaking up in English class. Additionally, shyness causes issues with activities, particularly in speaking classes. For example, students are to express something, when in fact, from within, students want to themselves. Students feel embarrassed and think they will make they speak English.

3. Anxiety

Students' anxiety affects their ability to learn a language. Furthermore, according to Horwitz et al., anxiety is a state that is impacted by tension, worry, and uneasiness in relation to the scenario of learning a foreign language. For example, when students feel nervous, they will feel their hearts beat faster, break out in a cold sweat, and feel fluttery when speaking in front of people. It also makes it difficult for students to speak English, even though they have generally prepared what they want to say.

4. Lack of Vocabulary

Lack of vocabulary is a condition where the students have limited English words to say. Lack of vocabulary itself can be solved by reading. The students can read and translate the meaning after all. By doing that, the students will learn and master amount of vocabulary that can be used in speaking English in the class.

5. Lack of Motivation

Students lose enthusiasm for learning due to a lack of motivation. Students sometimes think that learning English is difficult and feel that they can not. This is why he is not motivated on his part. Motivation is an internal state that activates instructions and supports behavior. For example, students lose enthusiasm for learning due to a lack of motivation. Students sometimes think that learning English is difficult and they feel that they can not.

2.2.1.3 The Indicators of Self-Confidence

According to Febrianto (2022) there are four indicators of self-confidence:

1. Believing in their own abilities

Which is a belief in oneself in all phenomena that occur related to the individual's ability to evaluate and overcome the phenomena that occur.

2. Act Independent in Making Decisions

That is, being able to act in making decisions about oneself that are carried out independently or without the involvement of others and being able to believe in the actions taken.

3. Dare to Express Opinion

The existence of an attitude to be able to express something in oneself that wants o be expressed to others without any coercion of feeling that can hinder the disclosure.

4. Have a Positive Self-Concept

That is the existence of a good assessment from within oneself, both from the views and actions taken that create a positive sense of oneself and their future.

~~2.2.1.4~~ of Self-Confidence

people mistake someone only from their outward appearance,
self-confidence. In fact, there are attitudes and actions of those
nt and often do not belong to those who lack self-confidence. For
several traits of high self-confidence and low self-confidence as

2.2.1.4.1 High Self-Confidence Traits

There are 9 characteristics of high self-confidence according to Cavanes (2018). However, only a few were taken related to this research, as follows:

1. Believe in Themselves

    People who have high self-confidence have confidence intheir abilities. They recognize what they are good at and believe they deserve to do better.

2. Knowing What They Want or Need

    People with high self-confidence generally have a clear idea of what they want or need and can communicate those needs and wants to others.

3. Effective Communication Skills

    It is common for people with high self-confidence to be good communicators. This includes having good listening skills that make them open to suggestions, changes, and new ideas, as well as having the courage to speak in public without feeling afraid or anxious.

4. Drive to Succeed

    People who have high self-confidence have the drive to be successful. They are generally more flexible and find it easier to cope with challenges and disappointments along the way.

5. Comfortable with change

    Because people with high self-confidence are comfortable with change, they enthusiastically seek new opportunities and are open to new ideas. They also enjoy learning new skills to support them in the new challenges that come their way.

6. Goal Oriented

    They are very focused on self-improvement and success and are often good at planning and setting goals and achieving them. They have a purpose and direction and are confident to do it. If their goals fail, they remain confident by finding ways to achieve their goals.

2.2.1.4.2 Low Self-Confidence Traits

There are 29 signs of self-confidence according to Davenport (2018) but only a few were taken related to this research, as follows:

1. Experiencing Anxiety and Emotional Turmoil

    When you feel anxious about something, it's usually because you're not sure what the outcome will be. However, when you have self-confidence in your abilities, you have fewer reasons to experience anxiety or emotional turmoil.

2. Often Worry about What Other People Think

    When we are confident, we don't care what other people think because we love ourselves and know that's all that matters. We that we don't live to make other people happy, but live to make elves happy. Seeing ourselves capable of succeeding.

    ling to Take on Challenges

    Without self-confidence, maybe we will feel like we have failed ring or doing something, so we don't dare to try. It seems that

something new is not worth the effort because it has convinced us that we will fail.

4. Always Back Down during Disagreements

Without self-confidence, they will usually back off or not participate in potentially conflicting conversations. Having difficulty speaking in class because they think we are unable or afraid to speak the wrong way.

5. Do not Speak up in a Group Conversation

Everyone in the group seemed to know more than us and could talk very easily. While we are still confused and wondering if there is anything useful to contribute in ideas or other responses as well as what to say or ask in the group.

6. A Pessimist

When a person has low self-confidence, they are often pessimistic and critical of everything. They vent these negative feelings on those close to them and have a hard time being positive about anything.

7. Ashamed

People who lack self-confidence can feel ashamed when they don't achieve perfection. They want to please others by being perfect and are driven by shame and fear to make sure others see them as the best.

2.2.2 Collaborative Learning Approach
2.2.2.1 Collaborative Learning Definitions

Dillenbourg (1999) defined collaborative learning as any situation where two or more people work together to learn something. Collaborative learning is when students work together in groups to finish tasks, solve problems, or create something. It helps make learning easier and more enjoyable. When students work in groups, they feel more comfortable, share their knowledge, and learn a lot from each other. Even students who might be struggling can do well in group projects. Working in groups also makes students more motivated and excited about their tasks. This leads to better results. It saves time and reduces stress because they share the workload. In groups, students become more motivated and independent. They feel proud discussing projects with their friends, gain confidence, and become more self-reliant (Rao, 2019).

Collaborative learning is when a group of students work together to reach a common goal, like helping each other understand the material. Groups that learn together have better reasoning and memory than students who study alone. They learn by talking, explaining, and discussing ideas, and they remember what they talked about for a long time. Vygotsky, a famous social learning expert, believes that solving problems is more important than just knowing facts. Collaborative learning fits well with his idea of the "zone of proximal development", which means learners do better with help from others. This approach shows that working together helps students understand concepts better (Rao, 2019).

Collaborative learning is based on the idea that knowledge is created through interaction. It typically follows four key principles: students are the main focus,

interaction and hands-on activities are crucial, and working in groups is an important way to learn. Learning should also include structured approaches to solving real-world problems. Collaborative learning can happen between peers or in larger groups. Peer learning, a type of collaborative learning, involves students working in pairs or small groups to discuss ideas or solve problems. This often takes place in class after students have learned the material through readings, videos, or lectures. Like the saying "two or three heads are better than one", any teachers find that peer instruction helps students teach each other, clear up misunderstandings, and correct misconceptions.

Collaborative learning is a method where students work together to solve a problem or complete a task (Wu et al., 2017). This approach helps boost students' critical thinking and confidence in solving problems (Whiley, 2017). For learning English speaking skills, collaborative learning helps students build their confidence by practicing speaking with their peers before speaking in front of a larger audience. According to Vygotsky's socio-cultural theory (1978), students first communicate in English with their classmates, which helps them feel more prepared and less anxious when speaking independently later. One effective way to get students ready for speaking in front of others is to have them practice with their peers (Geetha & Karthiga, 2020). In summary, collaborative learning is a helpful strategy for building confidence and preparing students for speaking tasks.

Cheng (2021) says that collaborative learning is a great teaching method. It helps students use the language in practical situations and is becoming more popular in classrooms. This method is based on the ideas of Jean Piaget and Lev Vygotsky, who focused on the importance of interacting with peers and solving problems in groups. However, "collaboration" can mean different things in other contexts, not just education. Slavin (2011) defines collaborative learning as a teaching approach where students work in small groups to study a subject. In these groups, they talk, debate, and help each other to reach a goal. More advanced students assist those who are struggling to better understand the topic.

The idea behind collaborative learning is that when a group is rewarded instead of just an individual, students are motivated to help each other learn. Each team member is responsible not only for learning the material but also for helping their teammates understand it and complete the assignment. In short, collaborative learning is a teaching method that encourages teamwork, improves communication skills through group activities, and gives students more chances to use the target language in class.

2.2.2.2 The Main Elements of Collaborative Learning

From the definitions above, the researcher identified the key elements of collaborative learning. Many studies have explored this area. For example, Ghufron & [...] [fou]nd that collaborative language learning involves using group [...] [organize]d and organized way. Successful group learning in collaborative [...] [f]eatures, including:

[I]nterdependence: Everyone in the group depends on each other, [...] [t]hat each person helps the group succeed, and the group helps [...] [pers]on succeed.

2. Individual Accountability: Each group member is responsible for contributing to the group's success and completing their own part of the work.
3. Face-to-Face Interaction: Group members work closely together, supporting each other and working on activities to reach their goals. This close interaction can improve their chances of success.
4. Social Skills: Group members need to trust and respect each other, speak clearly, support one another, and handle disagreements in a positive way. This helps build mutual respect and effective communication.

2.2.2.3 The Advantages of Collaborative Learning in the Teaching and learning Process

Many studies have explored the benefits of collaborative learning in teaching and learning. For example, Slavin (2011) divides these benefits into two main categories: motivational and cognitive.

1. Motivational Benefits: In collaborative learning, students need to be engaged because their personal goals are achieved when the whole team succeeds. This means students should support each other to help the group do well. When groups perform well and receive praise, it boosts everyone's motivation to keep working hard together.
2. Cognitive Benefit: Cognitive theories focus on how working together affects learning. There are two main ideas: evolutionary theories cognitive extension theories. Evolutionary theories suggest that when kids work on meaningful tasks together, it helps them understand important concepts better. Cognitive extension theories say that during group work, students learn from each other. When they discuss problems, they can spot mistakes, improve their thinking, and better understand the topic (Cikara, 2021).

2.2.2.4 Collaborative Learning Steps

In the learning process, there are various learning strategies, one of which is collaborative learning strategy. In collaborative learning there are many steps to be used to make learning more effective. To minimize any confusion, according Joyce & Weil Collaborative learning has 6 main steps, namely:

1. Delivery student goals and motivation
   Teachers convey some motivation and purpose for learning to the students as a first step in Collaborative learning.
2. Presenting information in the form of demonstrations or through reading materials
3. The teacher conveys the material to be learned, can be delivered directly or using reading material
4. the students into learning group
   next step is to divide the students into several learning groups.
   the learning groups
   her's guiding students to work on assignments given in the study

   nent of what has been studied, so that each group resented its

The teacher examines and assesses the work that student has done, by asking them to present her.

7. Giving the reward both groups and individuals

Teachers give the grades to students both individually and in groups for their work.

2.2.3 Speaking

2.2.3.1 The Definition of Speaking

According to Thornbury (2005), speaking is a lively and real-time activity. It lets you express yourself and communicate with others in a spontaneous and unexpected way. However, teachers should remember that in an EFL (English as a Foreign Language) setting, students often hesitate to speak in English because they know they make mistakes. Speakers need to be careful with grammar, choose the right words, and organize their sentences so the listener can understand them clearly.

According to Brown (2003), speaking is an interactive process where we create meaning by giving, receiving, and understanding information. It is one of the four key language skills essential for communication. There are five basic styles of speaking. They are described as follows:

1. Imitative

This style of speaking performance involves the capacity to copy a word, phrase, or even a sentence.

2. Intensive

The second type of speaking, often used in tests, involves producing short pieces of spoken language. This shows how well someone knows grammar, phrases, vocabulary, or pronunciation.

3. Responsive

This type of speaking involves simple interactions, like short conversations, greetings, small talk, basic requests, and comments. To keep it realistic, these are usually started with spoken prompts.
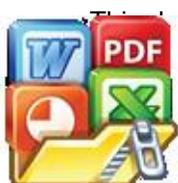
4. Interactive

Interaction can happen in two ways: sharing specific information or having conversations to maintain social relationships.

5. Extensive

Speeches, presentations, and storytelling are examples of speaking activities where the audience's participation is very limited or not needed at all.

To help students speak well in ESL and EFL classrooms, teachers need to provide clear guidelines. Speaking is important because people use it to share their opinions, ideas, feelings, and beliefs. Since speaking in English can be challenging, teachers should use informal or low-pressure activities, especially at the beginning of a ... This help ... students practice talking about course topics and feel more ... in class.

... o Liao (2009), speaking is an art that can be improved by learning ... ig examples, and practicing. This idea is important whether the ... to learn through speaking or to learn how to speak better. In ... speaking is challenging because many teachers focus more on ... ctice. This is a problem because practice is crucial for improving

learning. Many factors need to be considered to enhance education, as each one plays a role in boosting student learning.

2.2.3.2 Aspects of Speaking Skills

Teachers consider several aspects of speaking. According to Brown (2001), there are four important qualities of speaking skills. Two of these are consistency and accuracy.

1. Fluency

According to Brown (2001), a speaker is fluent if they use the language quickly and confidently, with few pauses or mistakes. They should know when and where to pause and should speak in phrases or sentences, not just word by word. A good speaker combines words into meaningful groups.

Signs of fluency include speaking at a good speed and using very few pauses like "um," "uh," or "er." Fluency means being able to speak smoothly and accurately with only brief pauses.

2. Accuracy

According to Brown, correctness happens when students speak the language the way it's typically used. Accuracy means being able to speak using correct pronunciation, grammar, and vocabulary. To achieve accuracy, students need to focus on these language parts while speaking.

a. Pronunciation

At the beginner level, the goal is to teach basic pronunciation. At the advanced level, the focus shifts to improving communication by working on things like stress patterns, intonation, and voice quality.

b. Vocabulary

Vocabulary is very important in language learning and affects how fluently students can speak. Without a good vocabulary, it's hard for students to communicate well because they can only make sentences with the words they know. Many students have a limited vocabulary, which makes speaking difficult. Therefore, teachers need to work harder to help students expand their vocabulary. According to Allen (1983), in beginner classes, teachers often use three methods to teach vocabulary: showing pictures, explaining words in the students' own language, and giving definitions in simple English with words the students already know.

c. Grammar

Grammar is needed for the students to arrange correct sentences in conversation both in written and oral forms. Grammar is defined as a systematic way of accounting for and predicting an ideal speaker's or hearer's knowledge of the language. This is done by a set of rules or les that can be used to generate all well-formed or grammatical ces in the language (Purpura & James, 2004). The grammar of a ge is the description of the ways in which words can change their and can be combined into sentences in that language (Harmer, Thus, from the statements above can be concluded that the n of grammar is to arrange the correct meaning of sentences

based on the context. In addition, it is used to avoid misunderstanding in each communicator.

3. Comprehension

Comprehension is an ability to perceive and process stretches of discourse, to formulate representations of the meaning of sentences. Comprehension of a second language is more difficult to study since it is not directly observable and must be inferred from overt verbal and nonverbal responses, by artificial instruments, or by the intuition of the teacher or researcher. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005). Therefore, in speaking can be concluded that the comprehension refers to the speakers' understanding about what they are saying to the listeners in order to avoid misunderstanding information. In addition, its function is to make the listeners easily catch the information from the speaker.

2.2.3.3 Teaching Speaking in English as a Foreign Language

For most people, being able to speak a language means they know that language well, since speaking is the most basic way to communicate. However, speaking in a second or foreign language is often considered the hardest of the four language skills (Bailey and Savage, as cited by Celce-Murcia, 2001). According to Anne Lazaraton (cited in Celce-Murcia, 2001), one of the toughest parts of speaking English is that it usually involves interacting with others. This means you have to keep track of and understand what the other person is saying, think about what you want to say, actually say it, and then see how it is received.

The methods used to teach speaking should be tailored to the students' needs and the goals of learning the language. How well English speaking is taught also depends on the time available and the classroom facilities. Teachers need to pick the right activities for their lessons. These activities are crucial for effective teaching and learning, as supported by Celce-Murcia.

With the development of communicative competence theory and communicative language teaching, focusing on teaching oral communication skills as part of real-life social and cultural activities has become a key part of many ESL (English as a Second Language) classrooms (Celce-Murcia, 2001).

Rivers (1987) said that speaking is a crucial part of learning English. First, people often think that being good at English means being good at speaking it. So, if someone is said to be good at English, it usually means they can speak it well. Second, speaking English can help improve reading and writing skills. Rivers explains that when

ve use what we know from speaking the language. He also says a link between reading and speaking.

e reading, they should also practice speaking English. If a student n, their reading skills might also be weak. Rivers (1987) also noted ted to speaking skills. Even if a teacher has poor speaking skills, English. They might use tools like recorders to provide correct s like dialogues for students to practice. Teachers can also make

sure all students participate actively in class. By preparing lessons well, organizing activities, and using effective methods, teachers can help students improve their speaking skills even if their own speaking abilities are not strong.

A key feature of modern ESL classrooms is that students are encouraged to take charge of their own learning. Learning is no longer just about the teacher giving knowledge to the students. Now, we understand that students learn from their teachers, their classmates, and their experiences outside the classroom. Additionally, the more students look for chances to use the language, the more they will learn to use it effectively.

2.2.3.4 Roles of the Teachers in the Speaking Activities

The teacher plays a crucial role in managing classroom activities. According to Harmer (2001), one important role of the teacher is to act as an organizer. This means the teacher helps set up different activities for the students. The teacher provides information about the activities and explains how the students should do them.

Another important role of the teacher is as an assessor. Students expect their teacher to tell them if they are using English correctly. In this role, the teacher provides feedback, makes corrections, and gives grades in different ways. The teacher also acts as a prompter by helping and supporting students with small hints or suggestions without interrupting their activities. Lastly, the teacher is a participant, using the language to have conversations with students and interact with them. These roles help students learn and improve their English skills effectively.

Teachers should also be good at motivating students to speak. This can be done by clearly and enthusiastically setting up activities. Sometimes, teachers might join in discussions or role-plays themselves to encourage students. However, they need to be careful not to participate too much. The feedback teachers give on students' speaking should depend on the situation. Teachers can provide feedback on what students did well or needed to improve, either right after an activity or at the end of the lesson.

2.2.3.5 Principles of Teaching Speaking

Brown (2001) outlines seven key principles for teaching speaking. First, use a range of techniques that address both language accuracy and the ability to interact fluently. Second, choose methods that are naturally interesting and motivating for students. Third, encourage students to use language in real and meaningful contexts. Fourth, provide useful feedback and corrections to help students improve. Fifth, take advantage of the natural connection between speaking and listening. Sixth, give students opportunities to start conversations and initiate speaking activities. Finally, help students develop effective strategies to enhance their speaking skills.

2.3 The Correlation Between Self-Confidence and Speaking Performance

support the idea that there is a strong correlation between self-king performance. Tridinanti (2018) found that students with higher rmed better in speaking tasks because they were less anxious and mmunicate. High self-confidence allows learners to overcome the akes, leading to more frequent practice and better language

Pham et al. (2021) conducted research on English-major students in Vietnam and found significant positive relationships between self-confidence and speaking sub-skills such as vocabulary, grammar, and fluency. The study concluded that self-confidence is a strong predictor of speaking success. Moreover, previous speaking experiences, teacher and peer feedback, and a supportive learning environment contribute significantly to the development of learners' self-confidence, which in turn enhances their speaking ability.

2.4 Conceptual Framework

The conceptual framework of this research is presented below:

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│              Students of British English School              │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│                   Collaborative Learning                     │
│      Social Interdepence Theory (Johnson & Johnson, 1989)    │
└─────────────────────────────────────────────────────────────┘
                              │
                              ▼
┌─────────────────────────────────────────────────────────────┐
│                       Self-Confidence                        │
│        Bandura's Self-Efficacy Theory (Bandura, 1977)        │
│  ┌───────────┐ ┌───────────┐ ┌───────────┐ ┌───────────┐     │
│  │ Believing │ │    Act    │ │  Dare to  │ │  Have a   │     │
│  │ in their  │ │Independent│ │  Express  │ │ Positive  │     │
│  │   own     │ │ in Making │ │  Opinion  │ │   Self-   │     │
│  │ abilities │ │ Decisions │ │           │ │  concept  │     │
│  └───────────┘ └───────────┘ └───────────┘ └───────────┘     │
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                              │
                              ▼
          ┌───────────────────────────────────────┐
          │          Speaking Performance          │
          │              Heaton (1989)             │
          │ (Accuracy, Fluency, and Comprehensibility)│
          └───────────────────────────────────────┘
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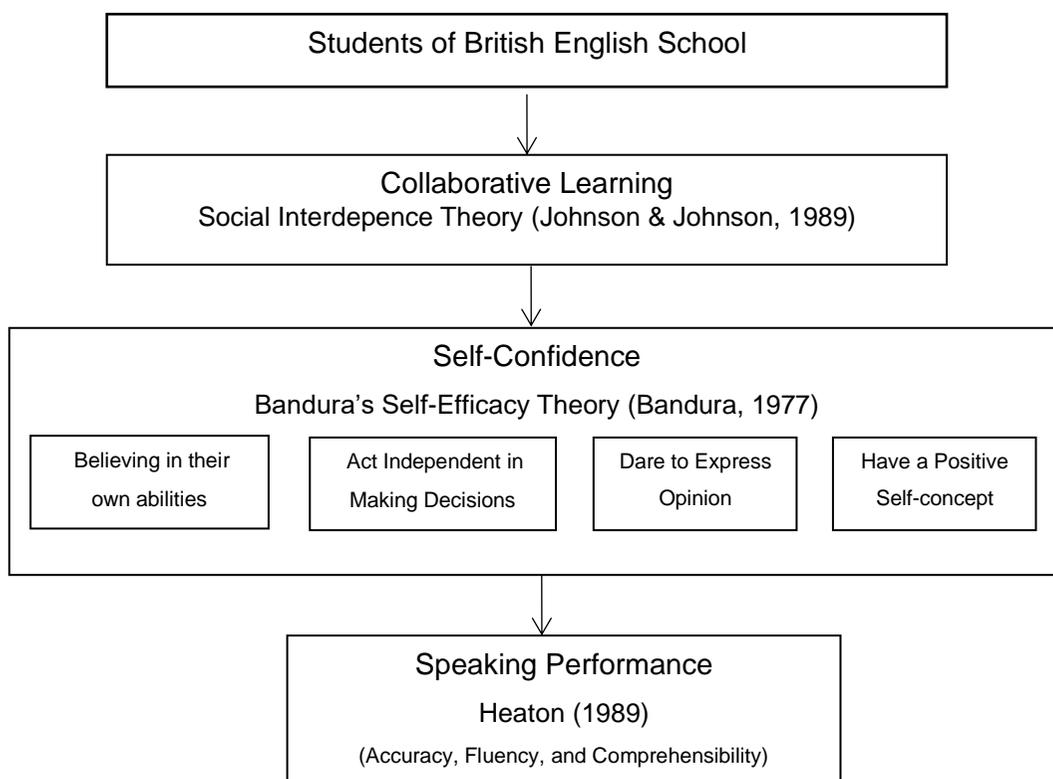
Figure 2.1 Conceptual Framework