Students' Perceptions on Collaborative Learning in Teaching Speaking by Using Blended Learning

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Abstract
The objective of this research was to find out how students perceive English learning using the blended learning method combined with a collaborative learning approach and to find out what advantages teachers and students get when learning using collaborative learning. The research is a qualitative case study, and the data was collected by observations and interviews with students and teachers. The results of this research indicate that almost all students agree that collaborative learning can help them to improve their skills in English subjects. In addition, from the results of observations, students are more active in collaborative learning. By applying collaborative learning, students can discuss problem-solving and have more opportunities to practice speaking. Collaborative learning using blended learning is a new learning approach that can improve students' ability, in conclusion the writers hope this finding can help students increase their confidence in learning speaking. The writers realize that this research is not perfect, but the writers hope that this research can inspire English teachers and future researchers.

Keywords: *students' perceptions, collaborative learning, blended learning, teaching speaking*

INTRODUCTION

English has become a critical medium of communication globally because of its position as an international language. Currently, the world is entering the era of globalization, and technological progress is increasingly rapid. It cannot be denied that at this time, mastery of the English language is mandatory because by learning English, the possibility of getting better job opportunities is even greater. Based on this, Indonesia, as a member of the global community, recognizes the significance of mastering English. Consequently, English instruction has been integrated into the Indonesian education system for quite some time.

This is an effort that the Indonesian people can compete and follow developments, especially in the fields of education and technology in the international world. Four skills need to be mastered when learning English: However, unfortunately, the Covid-19 pandemic has attacked various parts of Indonesia, which impacts the learning system that is difficult to do face to face. The government applies a combined learning method between online and face-to-face, better known as blended learning. Blended learning is an effective combination of online learning methods that can arouse students' interest in learning. However, this method is not perfect because it still has shortcomings, such as limited time for learning activities that require teachers to deliver material effectively in a short time. Therefore, we need a strategy for learning English thus students can absorb the material well in a limited time. The most appropriate learning strategy in the blended learning method is learning with a collaborative learning approach.

The definitions of collaborative learning in the literature most often describe the writing, listening, reading and speaking. In this research, the writers focus on students' speaking skills in the second grade of senior high school. For success in learning to speak, students are required practice speaking more. importance not only of students working together in a group, but also of the group working together with the teacher to develop knowledge, thus shifting the nature of authority in the classroom (Davidson & Major, 2014).

Collaborative learning can improve abilities and develop each student's ideas and contributions. There is tolerance for authority and acceptance of responsibility among group members for group actions. In addition, the collaborative method can increase students' activeness in speaking English. Mixed learning expands teaching and learning beyond the traditional school environment, incorporating two forms of interaction: in-person and web-based. Where face-to-face interactions are limited in number, during face-to-face interactions, students only need to convey the results of group assignments that have previously been carried out in web-based or online interactions.

Developing Collaborative Learning

Collaborative learning is when students work together in a team intending to explore and develop new information, ideas or skills. The learning process starts with the teacher, who gives a challenging task that needs to be solved by each team group. When collaborative learning occurs, there is a significant shift from learning using a conventional teacher-centered approach in the classroom to student-centered learning (Shank, 2014). In collaborative learning, the teacher takes the role only as a facilitator while the students take over those who play an active role in the . All students in the group exchanged ideas and had an open discussion. That way, students who initially had low achievements could improve their achievements because of the transformation process from high achieving students; (4) Presentation. After the discussions are finished and prepare a report, each group presents the results of their discussion. When one group makes a presentation, observes, compares the presentation results, and responds; (5) Reflection. After the

learning process. According to (Marzi, Reimers, 2018), in developing collaborative learning, they are as follows: (1) Engagement. The teacher evaluates students' abilities, interests, talents, and intelligence. Then, students are grouped by level, thus in one group, some students are intelligent, middle and low achievers. This is intended to achieve equality in each group; (2) Exploration. After grouping, the teacher gives assignments to each group. With the problems presented by the teacher, all group members must contribute their abilities in the form of knowledge, opinions or ideas; (3) Transformation presentation, a question-and-answer process was carried out between groups. The presenting group will receive questions, responses, or objections from other groups. With questions posed by other groups, group members must work together in unison to respond well. Thus, collaborative learning is a learning approach that was developed based on the needs of students in forming a comfortable and fun learning environment.

The Activities during Collaborative Learning

Collaborative learning requires students to interact, intended that in the learning process, students gain new knowledge (Sumtsova et al., 2018). The most widely used are: (1) Debate in discussing a current issue or problem that occurs in the surrounding environment with their peers; (2) Each other students who have difficulty understanding the material, and when a student acquires new knowledge, they present the newly learned material to their group members; (3) Observation, when acquiring new knowledge as a result of these observations, students will undergo a process of mastering the new material; (4) Self-expression occurs when new knowledge is acquired through the process of presenting and subsequently explaining the new material to other students; (5) Reflection and recommendation: When new material is included in the reflection process, fellow partners correct mistakes.

From the points above, it can be concluded that the activities that often occur during collaborative learning are open debate, where students are trained to express opinions and have freedom of thought. In addition, collaborative activities include observation, self-expression, and reflection, where these activities are intended that students can help each other when experiencing a difficulty.

The Advantage and Disadvantage of Collaborative Learning

Collaborative learning is benefical for the process of teaching and learning activities. (Sumtsova et al., 2018). In this context, several benefits of collaborative learning should be considered: (1) Students work together as a team to achieve consensus, despite differing views, cultures, or personality traits; (2) Students are encouraged to appreciate diverse perspectives within their environment and critically evaluate their understanding of a problem; (3) Students have the opportunity to solve problems and complete assignments through online platforms.

Based on the points above, it can be concluded that there are many benefits that can be obtained from collaborative learning, in addition to students being able to appreciate various points of view freely, students can also work together in teams to achieve common goals.

However, in addition to having advantages, this learning approach has disadvantages. The disadvantages that may arise from the method considered possible are as follows: (1) Have a decreased team experience if team members respond slowly or are entirely uninvolved in group work; (2) Relying on individual assessments compared to the overall team evaluation may result in group assignments being completed primarily by those deemed more intelligent; (3) The collaborative type will not be effective if students fail to communicate and interact with their peers.

From the points above, it can be concluded that failure in collaborative learning may occur due to the inactivity of students in communicating with teammates. Besides that, some students will depend on their group mates without contributing.

The Problem of Speaking

Speaking English adept is considered the most crucial skill in which people want to be truly proficient. Language is a tool to communicate while speaking skills are fundamental. Teachers give many activities to improve students' speaking skills, for example, making presentations, discussions, speaking, debating and others (Huriyah, Nuriawarti, Zahro, & Hardini, 2020). A common problem experienced by students in speaking English is that students may become hesitant to practice speaking with others. They will feel anxious when having conversations with other people who speak a foreign language or have difficulty finding a partner to talk to. In addition, among the challenges encountered by students are difficulties in pronunciation or freedom of expression. Many students struggle with correct vocabulary pronunciation; at times, they are also confused by the pronunciation guidance and explanations provided by the teacher. Some students have difficulty speaking because of a lack of vocabulary mastery. As a result, students often exhibit passivity in developing their English speaking skills. Speaking is an ability that must be trained; students can utilize speaking in various ways, such as engaging in conversations in front of a mirror or practicing with friends (Huriyah et al., 2020).

In addition, (Noprival, 2016) investigated problems in speaking

English encountered by students. Those problems are inadequate vocabulary knowledge, difficulty in mastering grammar, fear of facing negative responses, low self-confidence, anxiety and fear when speaking English.

From the points above, it can be concluded that students often face problems in learning speaking: lack of confidence in students, lack of topic knowledge, mother tongue accent problems, and low participation due to a lack of student interest in learning speaking.

The Factor of Failure in Speaking

In learning speaking, there are times when we find failure. (Dewi, 2016)states that several factors contribute to the ineffectiveness of student speaking skills, including: (1) English is not frequently used outside the classroom or in the surrounding environment; (2) Lack of use of English in society and the environment; (3) Learning English in schools places less emphasis on speaking skills, focusing more on structure and vocabulary enrichment, often resulting in more material than practical application; (4) Students may feel shy and fearful of making mistakes

while practicing speaking; (5) Proficiency in spoken English is not a primary requirement for graduation, except in cases where opportunities arise to study or travel in English-speaking countries.

From the points above, it can be concluded that several factors can cause failure in learning speaking: lack of practice, English is used only during lessons, and students rarely using English outside of English class.

The Advantage and Disadvantages of Blended Learning

Blended learning is a learning method that combines online and face-to-face learning (Sahin, 2010). Blended learning supports students to interact not only directly in the classroom. Still, it can also be done online via an internet connection outside the classroom and the learning schedule (Zainuddin, 2017). This method allows students to increase their interaction with teachers and other students. Another advantage is that educators have much time to provide more feedback on students' learning development outside of teaching and learning activities (Zainuddin, 2017). There are several benefits when

implementing the blended learning method. According to (Dwiyogo, 2018), the benefits obtained by utilizing blended learning for educational institutions are as follows: (1) Expanding learning reach. (2) Ease of implementing learning outcomes; (3) Cost savings; (4) Optimal learning outcomes; (5) Adapting to the various needs of students; (6) Increase students' attractiveness in learning.

Learning activities with the blended learning method reap many benefits, but it cannot be denied that blended learning still has many shortcomings. Here are some of the disadvantages of blended learning as follows: (1) The media needed is very diverse, it is not easy to implement if the facilities and infrastructure do not support it; (2) Uneven distribution of supporting facilities owned by students, such as internet and computer access. Blended learning requires adequate internet access and also requires a computer. This will make it difficult for students to participate in independent online learning; (3) Lack of knowledge of learning resources regarding the use of technology for students, teachers, and parents.

Based on the points above, it can be concluded that the disadvantages of blended learning are that the facilities owned by students are not evenly distributed, in addition to the lack of technological knowledge for students and teachers.

Student Perception

Perception is analyzing, organizing, selecting, and interpreting the surrounding environment. This happens because humans perceive many environmental stimuli (hearing, tasting, seeing, smelling, and touching) (Diana, Yunita, & Harahap, 2021). In addition, according to (Dewi, 2016), perception is a process carried out by individuals to analyze and understand sensory perceptions to give meaning to the surrounding environment.

From this explanation, it can be concluded that students' perceptions are understanding, integration and correlation between their perceptions of various sensations and information from multiple body organs by identifying something objectively.

There are individual differences in perceptual abilities. Some people may interpret the same stimulus differently

due to variations in their perception. The following factors influence people's perceptions: (1) Perceptual learning, which increases students' ability to respond to the surrounding environment. Experience is the most effective way to enhance perceptual skills. For instance: (1) Blind individuals identify people by their voices or the sound of their footsteps; (2) Mental regulation pertains to the readiness to receive sensory input. This anticipation helps individuals focus their attention and concentration effectively, such as listening for a train's arrival despite surrounding noise; (3) Motives and needs significantly influence perceptions, as they shape how individuals interpret sensory information. For example, hungry people just because they see the food menu. Who could not direct their attention to other things until they fulfilled their wish; (4) Cognitive style, people are said to differ in how they process information. Everyone will have their way of understanding and perceiving things.

It should be noted that flexible individuals tend to exhibit good attention, as they are less influenced by external distractions and less driven by internal needs and motives. Students' perceptions can be one of the evaluations of students in learning. Through perception, teachers can find out what students need in learning. Perception studies help teachers to be more efficient in teaching.

Based on the points above, it can be concluded that several factors influencing perception are learning perceptions, mental regulation, motives and needs, and cognitive style.

Relevant Research

Relevant studies for this research include:

The first research, conducted by Na Wang, Juanwen Chen, Mankin Tai, and Jingyuan Zhang, is titled "Blended Learning for Chinese University EFL Students: Learning Environment and Student Perception." This research aims to explore students' perceptions of blended learning. Data collection techniques in this research used a questionnaire distributed to students. The results of this study reveal that student responses to blended design learning can create an efficient EFL learning environment and obtain positive student perceptions.

The similarity between this research and the writers' research is that it examines students' perceptions of blended learning, while the difference Na Wang et al's research focused only on the learning environment while this research focused on speaking skills.

The second research conducted by Nine Febrie Novitasari with the title "Collaborative Learning in ESP Speaking Classroom: Learners' Perceptions and Experiences" examines the collaborative learning approach used in the classroom to improve the quality of the student learning process. This research aims to determine students' perceptions of collaborative learning. This research used questionnaires and student interviews as data collection techniques. The results of this research indicate that most students perceive collaborative learning positively. The results of student interviews say that collaborative learning can effectively improve their abilities significantly.

The similarity of the research to the writers' research is that both research about learning English using a collaborative approach in the speaking class. Then the difference lies in the media used in this research in an open class, while the research that the writers were researching is carried out using blended learning.

The third research was conducted by Ajid La Hanisi, Reni Risdiany, Yunita Dwi Utami, and Dwi Sulisworo with the title "The use of WhatsApp in collaborative learning to improve English teaching and learning process." This research examines the use of the WhatsApp application in English classes to optimize the function of mobile phones as one of the student learning processes. Collaborative learning tends to be applied because the activities combine students in groups and the use of mobile applications. It can be said that the integration of WhatsApp into the educational component will be easy, fun and valuable. Students get positive feelings about the possibility of using WhatsApp in their formal learning.

This research is related to the writers' research. This research also discusses blended learning with a collaborative approach. However, the difference lies in this research using media or communication tools such as WhatsApp,

while the writers do not use any application media.

METHOD

This research uses a qualitative approach because it follows the writers' problems regarding collaborative learning in teaching speaking using blended learning. In addition, the case study method is the most appropriate approach to describe EFL students' perceptions of studying English situations by utilizing digital technology during the pandemic. The data collection technique that the writers use is observation in schools and classrooms where students study. The writers conducted interview with teacher and also some students who had been selected. Then the writers use a documentation technique that includes the results of voice recordings when interviewing an English teacher and student. In analyzing the data, the writers use theory (Miles and Huberman, 1994), which suggests that the activities in data analysis consist of three procedures. The data analysis procedure is carried out in the following stages: data reduction, data display, and verification of conclusion drawing.

FINDINGS AND DISCUSSION

The writers present the data from eight students and one English teacher. The writers collect data by conducting observation and interview. Then the writers process the data collection results by analyzing the results of interview and field observation.

The Advantage of Collaborative Learning while using blended Learning Method

Before the interview stage, the writers made observation first by visiting the subject's research location at SMK 7 Serang. The writers pay attention to the environment around the school and observe the ongoing learning process to determine students' ability to learn, especially in the ability to speak English using collaborative learning.

The writers take written notes as one of the things in making observations.

No	Aspects Observed	Yes	Deficient	No
1.	The students thought critically	√		
2.	The students has a high desire to learn	√		
3.	The student be brave in class	√		
4.	The student got their achievement	√		
5.	The student actively joined the discussion in the class	√		
6.	The students were active to ask teachers	√		
7.	The student were active to answer the question/task from teacher		√	
8.	The student could make a good relationship with their classmate	√		
9.	The students gave opinion in class		√	

Based on the results of observation made by the writers, it can be concluded that the advantages of learning speaking using collaborative learning are that they are more active in class and increase their confidence to speak English in front of the class. They can more easily understand the material, in addition to their abilities—increase in socialization

After making observations, the next step, the writers conduct interview. Interview was conducted face-to-face with one English teacher and eight students as resource persons. First, the writers interviewed the teacher. An interview with an English teacher with the initials AK was held on Tuesday, April 12,

2022. All data from this research were described based on the focus of research questions on AK's resource persons. The following are some statements that the teacher gave:

"*In my opinion, it is quite effective to improve their skills in speaking English, as well as train their mentality and courage, yes for me it is pretty effective but it depends on each student."*

Based on the interview, it can be concluded that collaborative learning is quite effective because it can improve students' ability to use English. However, it depends on the student himself. Furthermore, the statement given by the teacher regarding the differences felt before and after using collaborative learning.

"Many differences are felt, especially in terms of understanding the material, until the final grades of students there are quite significant differences.

Based on interview, the writers can conclude that there are significant changes, such as a pretty good increase

in grades and an increase in students' understanding of the material.

After conducting interview with a teacher, the writers conducted interview with 20 students. Interview was conducted with ten questions posed to students; however, the writers only present the results pertinent to the advantages of collaborative learning. Here are the results of interviews conducted by the writers:

The first advantage of collaborative learning is improving students' ability to communicate with friends in English. In collaborative learning, students are required to be more active in discussions between friends that can improve students ability to communicate. The following is a statement given by students.

"Learning English using collaborative learning is fun because it makes me more active in class. Besides that, my ability to socialize increases."

Based on the interview, the writers can conclude that collaborative learning can provide benefits in the form of increasing students' skills in

communicating and socializing. This is obtained because in collaborative learning, students are required to be active in discussions.

The second advantage is that they can easily understand the material taught by exchanging ideas with their group friends. Besides that, a relaxed learning atmosphere makes students enjoy it more. The following is a statement given by students.

"Learning using collaborative helps us exchange ideas so that the lessons we are learning become easier to understand."

Based on the interview, the writers concludes that collaborative learning fosters a relaxed learning atmosphere, which helps students better understand the material.

The third advantage is that students' self-confidence increases. Presentation of work is one of the instruments in collaborative learning, thus with frequent presentations, students will become accustomed to speaking in front of many people. The following is a statement given by students.

"I am more confident when speaking English in front of the class accompanied by a group of friends than having to go out alone."

Based on the statement given by the students, the writers concluded that most students felt embarrassed when asked to come forward in front of the class alone. Still, they felt much more confident when presenting the results of their group work with their team.

The last advantage is that students can overcome their difficulties in pronouncing. Besides that, they can increase their vocabulary. The following is a statement given by students.

"I think it can be solved because when studying with friends we exchange knowledge so that the English vocabulary I know is getting more and more."

In the interview above, the writers conclude that most of their difficulties can be overcome by collaborative learning. Collaborative learning makes students dependent on each other, thus

making them exchange knowledge needed to achieve common goals.

Based on the results of the interview conducted by the writers and the students, it can be concluded that collaborative learning can improve their ability to speak English because they are trained to speak in front of many people. In addition, students are trained in brainstorming to become critical students. They feel more confident when speaking in front of the class, their skills in socializing also increase, and the knowledge they gain increases because they can exchange ideas and expertise in collaborative learning.

Based on the results of observation and interview, the advantage of using collaborative learning is that the learning process can provide benefits for students to practice opinions, train students to think critically, and train students to work together with their groups. Collaborative speaking learning can provide challenges to students and improve and measure the extent to which students' abilities. Collaborative learning will create an attraction to participate in speaking and expressing opinions and ideas.

Based on the results of interview and observation made by the writers, it can be concluded that collaborative learning can improve students' ability to speak in English, train students' speaking skill, think critically, train self-confidence, dare to speak in public, hone thinking skills, prepare mentally, learn to think fast and increase vocabulary.

Student perceptionin learning speaking by using collaborative learning Approach

In this observation, the writers pay attention to the environment around the school and observe the ongoing learning process to determine the student's ability in the learning process, especially in the ability to speak English using collaborative learning and to find out how students perceive collaborative learning. The writers make activity notes in the form of detailed observation about the techniques taught by the teacher. Based on the observation made by the writers, in collaborative learning, students look more active and enthusiastic in learning English. Besides that, they look immensely enjoy when the lesson takes place.

This interview was conducted face to face between the writers and eight students. This interview aims to determine students' perceptions of collaborative learning and students' response to collaborative learning. However, the writers only explained the representative answers from several students related to the discussed topic. The following are some statements given by students.

"I think collaborative learning is fun because the work can be divided equally among all members, and the discussion time is not limited because we can do it anywhere and anytime."

Based on this statement, the writers conclude that students' perceptions of collaborative learning are that they feel happy to learn English using collaboration because they can discuss with friends without any limitations of space and time. Following are the statements of other students.

"I think collaborative learning is fascinating because we can exchange knowledge from what I did not know at

first to know this indirectly added to my insight."

Based on the results of these interviews, it can be concluded that students' perceptions of collaborative learning are that students feel interested in learning by using collaborative because it is fun. They can exchange knowledge and ideas to increase students' ability. Furthermore, statements from other students are as follows.

"I think it is pretty fun because we can learn together and exchange opinions, making students critical of their opinions."

Based on this statement, the writers can conclude that students' perception of collaborative learning is that students feel happy because they can learn together and exchange opinions which can improve students' ability to think critically.

In addition, students perceive that collaborative learning is not fun. The following is a statement given by students.

"Honestly, I am not interested because sometimes only students are deemed skilled to do the tasks."

Based on the statement above, the writers conclude that some students are not interested in collaborative learning because some group members do not do their assignments, thus group assignments are charged to students who are considered competent.

From the results of all interviews conducted with students, it can be concluded that students' perceptions of collaborative learning are that almost all students feel that collaborative learning is fun. Besides that, they give other reasons why collaborative learning is fun. They say they can discuss and exchange ideas and opinions, making them more active in class. However, some students said collaborative learning is not fun because they find it difficult if a team is with lazy people who do not want to do assignments, thus the work given feels one-sided.

Based on the interview, the writers concluded that students' perceptions of collaborative learning during blended learning reaped a positive response. In addition (Dewi, 2016), perception is a process carried out by individuals to analyze and understand sensory perceptions to give meaning to the surrounding environment.

Although most students have difficulty understanding English subject matter, such as the lack of vocabulary they know and lack of confidence when speaking English, it turns out that a collaborative learning approach can overcome these difficulties. In addition, based on the results of interview with students, it can be concluded that with collaborative learning, students can discuss and exchange ideas with their teams without the limitations of space and time to foster a social spirit and a spirit of solidarity and teamwork.

CONCLUSION

Many factors can improve student achievement and activity in the classroom during English language learning, one of which is using collaborative method. This method requires students to play an active role in completing the tasks given by the teacher together with team members that have been formed previously. In addition, by using collaborative learning, students can increase their confidence in

speaking English in front of the class. In addition, students' abilities can increase because this method requires them to exchange ideas and knowledge. In addition, collaboration during blended learning is very beneficial, where collaborative learning takes much time and can be overcome.

Moreover, learning using a blended learning method becomes more effective and efficient because it uses a collaborative method. During online sessions, teachers and students take the time to contract with each other to solve a problem; when face-to-face learning sessions occur, students only present the results of their discussions. In conclusion that learning becomes more effective and efficient.

Based on the results of research discussion and data analysis of teacher's interview, the writers can conclude that the advantage of using collaborative learning to speak English is that it can increase students' confidence because in collaboration students are required to present the results of their group work in front of the class. In addition, it can improve speaking skill because students are required to discuss with their team to solve problems. In addition, students are trained to think critically and dare to express their opinions. Another advantage of collaborative learning is increasing vocabulary and improving pronunciation. Besides that, it can train students' leadership spirit and team solidarity.

From the research results from the previous chapter, the writers can conclude that students' perceptions of collaborative learning are very diverse. The first is students' positive perception when learning English using the collaborative method. They argue that collaborative learning is a practical approach used when blended learning. They also argue that learning with a collaborative approach can increase interest in learning English. In addition, they also feel that their ability and confidence in speaking English have increased. Collaborative learning has many advantages, such as the spirit of learning and being more critical because it is used to express opinions. The time and place for studying with friends are not limited and flexible.

In addition, the second perception is negative. Students think that

collaborative learning is one-sided; only group members who were considered competent did so, while some students did not participate in group assignments.

Collaborative learning has proven effective in virtual learning through a forum on the internet. When learning online, students have more time to access subject matter or other information needed in learning activities from various sources on the internet or in books; besides, students have more time for deeper discussions between group members thus the results of group work are maximized.

So far, studies on virtual collaborative learning in Indonesia are still rare. Therefore, studies on virtual collaborative learning must be developed at various levels of education and universities. In English learning, this collaborative learning will build students' self-confidence and increase students' ability to speak English, especially speaking.

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