

**THE EFFECT OF USING COLLABORATIVE LEARNING ACTIVITIES
TO REDUCE SPEAKING ANXIETY**

SKRIPSI

*Submitted in Partial Fulfillment as the Requirements
For the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
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Dengan ini menyatakan bahwa skripsi saya yang berjudul "The Effect of Using Collaborative Learning Activities to Reduce Speaking Anxiety" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar – benarnya.

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ABSTRACT

Esa Nabila, 1902050115, “The Effect of Using Collaborative Learning Activities To Reduce Speaking Anxiety”. Skripsi: English Education Program. Faculty of Teacher and Education, Universitas Muhammadiyah Sumatera Utara (UMSU) Medan. 2024.

This study aims to examine the effects of using collaborative learning activities in reducing students' speaking anxiety. Collaborative learning methods are expected to have a positive impact on students' speaking skills by increasing their active participation in class. This study used an emotional intelligence scale and a Likert scale-based questionnaire to reveal aspects of collaborative learning. The results of this study are 1) normality test is Kolmogorov-Smirnov sig value on Tests of Normality For control class is VIII-1 with pretest significance $0.154 > 0.005$ and post test $0.036 > 0.005$ while For class experiment that is class VIII-2 with pretest VIII-2 significance $0.200 > 0.005$ and post test $0.124 > 0.005$; 2) Homogeneity test second variable value the sign is 0.700 and 0.81 shows that the data is homogeneous because mark significance > 0.005 . This matter show that in study This No there is similarity variance from moderate variable tested; 3) Hypotesis Testing obtained The t value is 23.158 and the sig value . (2 tailed) is $0.000 < 0.005$. The results of the study are expected to be applied in schools to improve the quality of education and provide valuable experience for researchers in conducting action research related to collaborative learning.

Keywords : Collaborative Learning, Speaking Anxiety

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Medan, September 2024

The Researcher,



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CHAPTER I

INTRODUCTION

A. The Background of Study

One of the most crucial abilities in educating English language learners is speaking, which students must learn in school. Speaking is the act of producing vocal sounds; it may also be defined as conversing or using spoken language to communicate one's thoughts and feelings. Students can communicate their thoughts, emotions, and desires to others via speaking. Proficiency in the English language may facilitate communication and facilitate the exploration of ideas among students. Proficiency in English facilitates students' access to current knowledge in several sectors such as science, technology, and health. English teachers should exercise creativity while creating a variety of communication exercises for their students in the classroom that encourage speaking and inspire them to utilize the language in an active and productive way. For this reason, educators need to be aware that students often exhibit inhibition when it comes to how much and how often they talk in class (Rao, 2019).

English teachers should balance teaching the four abilities of speaking, writing, listening, and reading while instructing students in the language. But since speaking isn't tested in the National Examination, it's frequently overlooked in English classes. Since there is extremely little time available, speaking requires a lot more practice, which makes it difficult for teachers to teach. Additionally, the kids don't get many opportunities to practice speaking in public outside of the classroom.

Eight (VIII) Class SMP Muhammadiyah 61 Tanjung Selamat experienced certain challenges in developing their English speaking abilities, according to observations and interviews. The students lack of motivation to practice speaking English is the primary factor. The students participation in the class activities demonstrated this. In place of English, the students spoke Javanese and Indonesian the most in the classroom. It was as a result of their lack of confidence to communicate in English. Additionally, the students were terrified of speaking incorrectly when using English. They have trouble pronouncing words in English. Despite their constant ability to use dictionaries to determine the meaning of words, they seldom ever carried dictionaries with them. Additionally, they favored working in groups than working alone, but based on what the class observed, they did not really work in groups. Most students talked only with their pals. The instructor did not make an effort to help the students behave in groups. By examining the teaching and learning process vignette and the teacher interview, several issues are discovered.

The students will be involved in the first issue. The students lack confidence while speaking in English. There are several elements that impact this. To begin with, they had a restricted vocabulary. The second reason is that they are averse to pronouncing words incorrectly and using incorrect grammar. The students were reluctant to communicate in English for these reasons. Instead of using English in the classroom, they speak Javanese and Indonesian. The students enjoyed being part of groups. They don't work seriously, though. This is demonstrated by the fact that, when the teacher assigned group work, many of the students chose to merely talk and engage in other activities rather than completing the assigned work. When

working in groups, the kids don't seem to be taking any responsibility, .. The process of teaching and learning was the subject of the following issue. Students were less motivated to develop their speaking skills in class since the exercises were less engaging and involved. The PPP (Presentation, Practice, and Production) method was mostly utilized to teach English, but it was very teacher-centered and kept the students passive, especially when it came to speaking. The children were not given the chance to converse in English in the classroom due to the circumstances. Sometimes the kids work in groups, but their organization was lacking. The activity was completed by the groups without the teacher monitoring their progress. For this reason, even in English classes, the students did not speak English frequently.

They are not encouraged to communicate in English by the teacher. Nonetheless, students must to be able to practice their English in the classroom. Furthermore, because they had little opportunity to practice outside of class, the students are probably going to become reliant on what they learned in the classroom. The media and tools utilized in the teaching and learning process have been highlighted as the last issue. There were no helpful resources accessible in the classroom to facilitate speaking exercises. The emphasis of the textbook is grammar.

The researcher attempted to educate students speaking skills through collaborative learning in order to address the described concerns. Collaboration, in the words of Elizabert E. Barkley in his book *Collaborative Learning Techniques*, is the act of collaborating with others. Collaborative learning involves the use of pairs or small groups to accomplish common learning objectives. Learning collaboratively entails working in groups rather than alone (Putra, 2017).

It is anticipated that collaborative learning will have an impact on students' speaking abilities (Tabatabaei, Afzali, & Mehrabi, 2015). Additionally, this approach will make the students participate more in class whether they want to or not. In collaborative learning, the instructor may urge the students to form small groups before distributing the material for discussion. Additionally, the instructor will oversee the learning process as a facilitator.

B. Identification of problem

In identifying the problem, the researcher found:

- 1) The students were not confident to speak in English
- 2) Students was interested in practicing their speaking skill in the classroom
- 3) In the classroom, the useful media that could provide speaking activities were not available.

C. Scope and Limitation

The problem limitation was focused on the context of language learning in higher education, involving 7th grade students of SMP Muhammadiyah 61 Tanjung Selamat as research subjects. The scope of the study will consider the implementation of collaborative learning activities as an intervention method. Speaking anxiety will be measured using valid and reliable instruments or scales. The study will consider variables that may affect speaking anxiety, such as self-confidence, motivation, and social skills.

D. Formulation of the problem

Based on the background, formulation of the problem :

- 1) Is there any significant effect of using collaborative learning to reduce student anxiety?

- 2) How is the effect of using collaborative learning to reduce student anxiety?

E. The Objective of The Study

The purposes of this research was found out the extent to which there is an effect collaborative learning in reducing speaking anxiety students.

- 1) To find out significant effect of using collaborative learning to reduce student anxiety
- 2) To find out effect of using collaborative learning to reduce student anxiety.

F. The Signification of The Study

There are several benefit in this research, which are as follow:

a) Theoretical

Collaborative learning can provide several benefits that can theoretically reduce students' speech anxiety. Here are some of the benefits that may arise from implementing collaborative learning on students' speech anxiety, collaborative learning can increase students' self-confidence. In self-efficacy theory, involving students in collaborative activities can help them feel more capable and confident in speaking in front of others.

b) Practical

1. For teacher

Provide input for teachers about the importance of using collaborative learning using media dan interactive speaking can make speaking anxiety of students is reducing in SMP Muhammadiyah 61 Tanjung Selamat.

2. For student

It is expected that students can manage their selves to improve speaking English and students can express their selves by collaborative learning so confident to speaking English in front of teacher or friends.

3. For School

This research of this study are expected to be a positive contribution to Improving the quality of education expecially for teacher who teach students in seventh grade.

4. For Researchers

This research of the study are beneficial to the researcher as an experience in how to conduct action research related to the problem-solving capability by collaborative learning to reduce speaking anxiety.

5. For University

This research is useful for the University to contribute to the development of science, particularly in the field of education, by providing empirical evidence on the benefits of collaborative learning activities. It may open up opportunities for further research in related areas.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework.

Theory must provide an explanation for certain concepts or phrases used in research before it may be conducted. This research has several words that need to be explained conceptually.

2.1 Collaborative Learning

2.1.1 Definition of Collaborative learning

The definition of collaborative learning is an attitude based on individual accountability and consideration for others. Students take ownership of their education and look for resources to help them find the answers to the questions they have. As a facilitator, the instructor offers assistance without directing the group toward already established outcomes (Mujis & Reynold, 2008).

Students' production of meaning from social processes that depend on the learning setting is given additional weight in the collaborative deep learning technique. Fundamental technique According to the interactional paradigm known as collaborative, learning is the process of creating meaning by social interaction. Acquiring knowledge Collaborative learning reduces inter-individual differences and incorporates students' active engagement. It can offer chances to lead to successful learning practices. Acquiring knowledge Collaborative learning reduces inter-individual disparities and incorporates students' active engagement. It can offer chances to lead to successful learning practices (Suyanto, 2009).

The definition of collaborative learning is a concept centered on individual accountability and mutual respect. Take part Students take ownership of their education and work hard to gather knowledge to address the concerns that come up. As a facilitator, the instructor offers assistance without steering the group toward the predetermined goals (Suprijono, 2009).

Therefore, a scenario in which two or more individuals attempt to learn something jointly is known as collaborative learning. When learning collaboratively, individuals make use of each other's abilities and resources as opposed to studying alone (asking each other for information, analyzing each other's ideas, monitoring each other's work, etc.). More precisely, the theory of collaborative learning holds that knowledge may be generated in a population whose members actively engage through experience sharing and asymmetric (differing) role-playing. Put differently, collaborative learning pertains to the setting and approach in which students work together to complete shared tasks, with each person being accountable to and dependent upon the others. This also applies to debates conducted over computers (online forums, chat rooms, etc.) and in person. Talking with others is one way to study the collaborative learning process analysis and statistical discourse analysis.

The following presumptions regarding how students learn are the foundation of collaborative:

- a. Active and constructive learning

Students must actively engage in the acquisition of new instructional content, and they must integrate that content with previously acquired information. Students develop fresh information about the subject matter by creating or creating meaning.

b. Context influences how we learn

Through learning activities, students are presented with difficult assignments or issues pertaining to situations they are already familiar with. The assignment or difficulty is completed or solved directly by the students.

c. Students come from different backgrounds

Students vary widely in a variety of aspects, including goals, experiences, backgrounds, and learning preferences. In cooperative activities, these distinctions are acknowledged, tolerated, and sometimes required to enhance quality and achieve shared learning objectives.

d. Education is communal

The learning process is a process of social interaction in which students participate build mutually accepted meaning .

Furthermore, the learning environment collaborative with the following characteristics:

- 1) Involve students in the exchange of ideas and information.
- 2) Allow students to explore ideas and try things out approach to carrying out tasks.

- 3) Rearranging the curriculum and adjusting the surroundings and atmosphere classes to support group work.
- 4) Provide enough time, space and resources to implement joint learning activities (Barkley & Elisabeth, 2014).
- 5) Provide as many learning processes as possible that depart from problem solving or project completion activities .

2.1.2 Steps Of The Collaborative Learning

The Collaborative Learning Method follows these steps:

- 1) Students receive information on how to learn collaborative learning and tasks to complete from the teacher prior to the teacher introducing this style of learning.
- 2) For the first 30 minutes of class, the instructor goes over the subject. The instructor splits the class up into various groups of five or six students each.
- 3) Each group receives worksheets from the teacher, and they work together to solve issues.
- 4) It is the duty of every group to show compassion to other groups.
- 5) After that, each group comprehends Show it to the class and go over it with the group that doesn't comprehend.
- 6) When a group is given a task and doesn't grasp it, the group that can finish the assignment tells it to the group that doesn't comprehend.
- 7) Students are given an assignment at the conclusion of the study session to help each group comprehend the subject that will be covered in the next meeting.

- 8) At the following meeting, friends who are already familiar with the material should explain it to friends who are not familiar with it (Risnawati, 2017).

Collaborative method steps according to Tobroni and Mustafa are as follows (Thobroni & Mustofa, 2013):

- 1) Group members decide on learning objectives and divide up individual assignments.
- 2) Each group member reads, writes, and engages in discussion.
- 3) Collaborative groups utilize their collective strengths to discover, illustrate, investigate, assess, and develop solutions for tasks or issues found in the worksheet or those they come up with on their own. Each student completes their own comprehensive report once the cooperative group decides on the outcomes of the issue solution.
- 4) Students in other groups watch, pay close attention, compare the percentage results, and respond when the teacher randomly selects one of the groups to present the findings of their collaborative group discussion in front of the class. Afterwards, efforts are made to guarantee that each group has a turn at the front). The duration of this action is around 20-30 minutes.
- 5) Each student in the collaborative group completes the report that has to be turned in, elaborating on it, drawing conclusions, and making any required revisions.
- 6) Each student should provide a report on the assignments they have completed and organized by collaborative group.

- 7) Student reports are reviewed, edited, evaluated, and brought back for discussion at the following meeting.

2.1.3 Characteristics of Collaborative Learning

Characteristics of Collaborative Learning There are several characteristics of collaborative learning, namely:

a) Positive dependency

Positive dependency will occur if every member of the group is aware that one cannot succeed without involving other members. In order to achieving group goals must be communicated to all groups, so that we can achieve common goals.

b) Interaction

Interaction between group members is important because there is cognitive activity that occurs when there is interaction between members. The interaction occurs such as presenting the results of discussions, various knowledge with other groups, and check understanding.

c) Individual and group accountability

The group must be responsible for achieving goals and each group member must be responsible for their performance in doing so group. Individual accountability will occur if the performance of each individual assessed and the results given back to the group.

d) Development

Of interpersonal skills Collaborative groups are different from studying individually. Proficiency Social media does not spontaneously appear when collaborative learning is implemented. Social skills such as leadership, decision making ability, building trust, communicating, and conflict management are expected to do so formed through collaborative learning.

e) Formation of heterogeneous groups

The formation of groups is carried out by considering each Members can discuss so they can achieve common and constructive goals good working relationship. In forming collaborative groups, it is necessary combining quiet students with students who communicate easily, students who have high and low motivation.

f) In a collaborative class

every students can learn from other student Sharing knowledge between teachers and students In conventional learning, knowledge only comes from the teacher to the teacher learners. In collaborative learning, educators value and develop learning based on knowledge, personal experience, strategies, and culture owned by students.

g) Teacher as mediator In collaborative learning,

Educators play a role in helping students to connect new knowledge with existing knowledge students, helps students describe what should be done carried out when experiencing problems, and helps students in learning (Mahmudi, 2006).

2.1.4 Advantages and Disadvantages of the Collaborative Learning Model

Advantages and Disadvantages of the Collaborative Learning Model namely:

a. Advantages of the Collaborative Learning model

The advantages of Collaborative Learning as follows:

- a) Students look for ways to respect other people's judgments
- b) Can foster a sense of cooperation
- c) There is fair competition (Suryani, 2016)

b. Disadvantages of the Collaborative Learning model

Collaborative Learning lacks as follows :

- a) Requires good management from educators, because if there is poor supervision if it is not done, learning will not be achieved.
- b) There is a tendency to imitate other people's work.
- c) It is difficult to find friends who can work together (Haqqi, 2017).

2.1.5 Objectives Of Collaborative Learning

The objectives of Collaborative Learning according Raharjo are as follows:

- 1) Maximizing the process of cooperation that occurs naturally between the students.
- 2) Creating a learning environment that is student-centered, contextual, integrated, and have an atmosphere of cooperation.
- 3) Appreciate the importance of authenticity, contribution, and deep student experience relation to learning materials and the learning process.

- 4) Provide opportunities for students to become active participants in the process Study.
- 5) Develop critical thinking and problem solving skills.
- 6) Encourage exploration of learning materials that involve a variety of things viewpoint.
- 7) Appreciate the importance of social context for the learning process.
 - h. Foster relationships of mutual support and mutual respect in between students, and between students and teachers.
- 8) Building a passion for lifelong learning (Raharjo, 2013).

The main aim of using the Collaborative Learning method are:

- 1) Focus on active learning.
- 2) Build writing and oral communication skills.
- 3) Take explicit responsibility for learning.
- 4) Clarify the role of teachers as facilitators and mentors.
- 5) Can cover more or better material (for material that The same).
- 6) Build self-confidence and independence in students.
- 7) Have experience working in groups.
- 8) Support peer review (Armiati & Sastramihardja, 2007).

Example of collaborative learning namely:

- 1) Case study

In case study collaborative learning, this can be done by forming a number of groups, each of which examines a different case study, but with a similar level of difficulty. Then, 10 to 15 minutes are given for each group to carry out discussions and case study discussions with group members.

Then, appoint one person from each group to present the results of the case study discussion.

2) Group Learning

Collaborative learning cannot be successful without group learning. Each group generally consists of a maximum of 5 people. This is done so that the material presented by groups can be easily understood optimally. Even in groups, the instructor should always calculate individual performance and combine it with group performance.

3) Problem Solving

In the world of business and education, of course new problems will always arise that need to be solved in an initiative way. If the problem is only borne by one person, it is certain that the resulting solution will not be optimal, and may even be wrong. This is why it is highly recommended to solve problems with other friends or problem solving (Ali, 2018).

2.1.6 Indicator Collaborative learning

- a) Interaction between Students: There is active interaction between students, both directly and through online platforms, where they exchange ideas, information and support.
- b) Collaboration in Problem Solving: Learners work together to identify, analyze, and solve problems using their knowledge and skills together.
- c) Distribution of Tasks and Responsibilities: Learners fairly divide tasks and responsibilities between group members, with each member making a significant contribution to the group's goals.

- d) Knowledge-Building Discussions: Deep, reflective discussions occur between learners, where they build knowledge together, ask questions, provide arguments, and provide feedback.
- e) Perspective Exchange: Learners exchange their own perspectives, experiences, and knowledge to enrich shared understanding and produce more creative and holistic solutions.

2.2 Speaking Anxiety

2.1.2 Defenition of Anxiety

Anxiety is often understood to be a person's worry of confronting something that may pose a major risk to them (Kralova, 2016) said that the subjective sensation of tension, fear, uneasiness, and worry brought on by an activation of the autonomic nervous system is known as anxiety. Anxiety as a threat to one's sense of self-efficacy and perceptions of danger in various circumstances. Put another way, it is also stated that anxiety is the sensation of unease and concern over the unclear course of a particular situation. To sum up, anxiety is any emotion of fear that arises from not knowing how a certain endeavor will turn out. Additionally, the term "anxiety" refers to a situation's risk (Pappamihiel, 2012).

2.1.3 Speaking Anxiety

Language acquisition is a unique process, anxiety in language learning is a unique complex of self-perceptions, beliefs, attitudes, and actions related to language learning in the classroom. Furthermore, it was contended that students see speaking in the target language as dangerous.

For kids who are worried, developing communication competence becomes more challenging (Kralova, 2016).

The aforementioned observations lead us to the conclusion that anxiety has an impact on foreign language learners' ability to acquire the target language. Even if conventional research on language learning and teaching includes language learning anxiety, it is still important to study about this phenomena in order to improve the accessibility of programs and learning materials that aim to improve students' English speaking abilities.

We may infer from the aforementioned assertion that anxiety has an impact on language learners' ability to acquire the target language. Even if conventional research on language learning and teaching includes language learning anxiety, it is still necessary to read about this phenomena in order to improve the accessibility of learning designs and programs that aim to help students achieve English speaking proficiency.

2.2.3 Indicator of Speaking Anxiety

The other measurement test of anxiety is Foreign Language Classroom Anxiety Scale (FLCAS) (Kralova, 2016). Three levels of anxiety are distinguished from a psychological perspective: mild, moderate, and severe anxiety.

1) Moderate Fear

Feelings of moderate anxiety include the perception that something is off, and they call for extra care. Tension in ordinary life occurrences is linked to mild anxiety. People who have moderate anxiety often have trouble staying quiet, are a little

irritated, prefer to be alone themselves, have wrinkles on their face, trembling lips, an elevated heart rate, and elevated blood pressure.

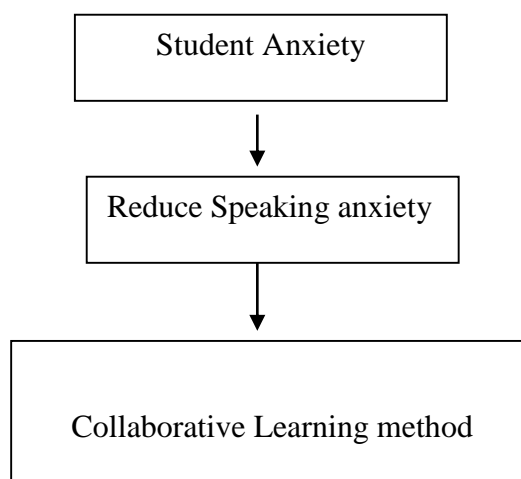
2) Calm Nervousnes

People with mild anxiety have unsettling feelings brought on by novel situations that make them tense or anxious. People who have moderate anxiety often feel uncomfortable, sensitive, and unaware of their surroundings. They may also experience changes in sound, perspiration, headaches, back discomfort, and other symptoms. This is the highest level of anxiety.

3) Extreme anxiety

Extreme anxiety is the emotion brought on by the conviction that something is off, which makes one feel as though their environment is threatening them. Usually, anxiety and anguish are the reaction that causes this. Severe anxiety is characterized by a person's constant demand for freedom, extreme anxiety, agitation, confusion, poor eye contact, withdrawal, denial, need for more space, trembling, and other behaviors.

B. Conceptual Framework



C. Hypothesis

To test whether or not there is an effect between the variable X (Collaborative Learning) with variable Y (Reduce Speaking anxiety), then the following hypothesis:

Ha: There is a positive and significant effect between Collaborative learning with reduce speaking anxiety

Ho: There is no positive and significant effect between Collaborative learning with reduce speaking anxiety.

D. Previous Research

First, title The Effect of Collaborative Work on Improving Speaking Ability and Decreasing Stress of Iranian EFL Learners Omid, The purpose of this study was to investigate how collaborative learning affected Iranian EFL learners' stress levels and speaking abilities. In light of this, following the administration of the Solution Placement Test (Edwards, 2007), Out of the 80 students enrolled in a private language school in Iran, a total of 60 female intermediate EFL learners were chosen. They were divided into two groups at random—one for control and the other for experimentation—with ages ranging from 18 to 22 (N = 30). The experimental group's participants were given activities that required group collaboration, while the control group's participants were given identical tasks but were required to complete them separately. Each group had six sessions to complete the assignments. An oral interview with each group's members was done both before and after the therapy to look at how collaborative learning affected their ability to talk. Additionally, the participants were given pre- and post-anxiety tests to investigate how collaborative learning

reduces stress. The oral interview participants in the experimental group fared better in terms of speaking ability than those in the control group, according to the findings of the independent-sample t-test study. Additionally, the individuals in the experimental group had reduced stress following collaborative activities, according to the findings of the independent-sample t-test analysis for the anxiety posttest. A questionnaire was distributed to each member of the experimental group in order to investigate the attitudes of the participants. Their views toward collaborative learning were shown to be positive by the examination of their replies. Some consequences of this study are provided for EFL instructors, students, and curriculum designers (Tabatabaei et al., 2015).

Second, *The Impact of Collaborative Learning on Speaking Anxiety Among Foreign Language Learners in Online and Face-to-Face Environments*. While speaking anxiety is one of the most troublesome characteristics seen in the context of English as a foreign language (EFL), there aren't many research that concentrate on how collaborative learning affects speaking anxiety in various learning settings. This study looks at how speaking anxiety in face-to-face and online learning environments is affected by collaborative assignments for foreign language learners. A speaking anxiety scale and a background section comprised the questionnaire used to gather data from 34 foreign language students for this experimental investigation. There were no variations in the effects of collaborative education on learners' speaking anxiety across face-to-face and online contexts, despite the fact that the findings showed

improvements in speaking anxiety levels following the instruction in face-to-face situations (Bozkurt & Aydin, 2023).

Third, *The Effects of Collaborative Learning on Young ESL Learners' L2 Anxiety and Speaking Performance*. One of the topics of interest to scholars in recent decades is foreign language anxiety (FLA). Though collaborative learning offered a potentially useful technique for FLA, there hasn't been much study on it in the setting of L2 classrooms, especially in Vietnam. This study focuses on how collaborative learning can help young learners in an English center in Ho Chi Minh City improve their L2 speaking performance and lessen their fear while speaking a foreign language. The teacher's diary, follow-up interviews, and Aydin et al.'s (2017) Children Foreign Language Anxiety Scale (CFLAS) were utilized as a mix of instruments to examine the changes in learners' FLA level and speaking performance. These learners' FLA was somewhat reduced after five weeks of application, and they were able to speak more effectively because to a collaborative learning strategy. Additionally, it was shown that students had favorable attitudes and experiences with the new method of instruction. According to these results, collaborative learning may be a useful intervention for L2 learners to help them identify their anxiety and gain more self-assurance while speaking the target language (Ha, Nguyen, Nguyen, & Tran, 2022).

Fourth, *Multiple Studies: The Influence of Collaborative Learning Approach on Indonesian Secondary High School Students' English-Speaking Skill*. Speaking and other English communication skills are becoming increasingly important in response to globalization. In the Indonesian setting,

speaking English is far more challenging for secondary school students than writing it. Though they struggle with speaking, they are proficient in grammar, reading, and writing (Hairdara, 2016). Because of its advantages, this article suggests the collaborative learning approach (CLA) as a potential remedy for the problems associated with improving English speaking proficiency. The investigation's discussion demonstrates some of the advantages of CLA for improving speaking abilities, but there are drawbacks that should also be taken into account. With solid proof of its advantages, CLA is advised to be used in the instruction and learning of English speaking. According to the findings of this study, there are three primary advantages of CLA, whose use can lower language anxiety in students, boost student involvement, and boost students' self-esteem (Arta, 2019).

Fifth, Lowering Language Learner Anxiety: The Impact of Collaborative Dynamic Assessment in the Intermediate University Spanish Classroom. This dissertation introduces Collaborative Dynamic Assessment (C-DA), a novel paradigm for implementing Vygotsky's Sociocultural Theory (SCT) in second language (L2) classrooms. In every facet of L2 education and assessment, C-DA combines Collaborative Learning (CL), Dynamic Assessment (DA), and Group Evaluation (GE). A study was done to find out if using C-DA will reduce foreign language classroom anxiety (FLCA) among 64 university students in an intermediate Spanish classroom. The participants were given the Horwitz (1986) Foreign Language Classroom Anxiety Scale (FLCAS) at the start of the course and again at the conclusion after CDA was implemented. When C-DA was introduced into the classroom, any changes in anxiety were measured using

pairwise t-tests. Out of the 64 individuals, 19 showed a substantial reduction in anxiety, and 5 showed a significant rise in anxiety. Unfavorable interview replies included the absence of lectures, social and grouping issues, unfair grading and free loading, and a lack of time to do assignments, in addition to students' assessments of the good and bad effects of C-DA on FLCA. Positive reactions included a sense of unity among students, the belief that DA provides a more accurate picture of individuals' abilities, an improvement in learning, a good reaction to the instructor's assistance, and an overall sense that everyone has something valuable to contribute (McClellan, 2020).

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of The Research

This Research was conducted at SMP Muhammadiyah 61 at Jl. Perjuangan No. 18 Dusun II B Tanjung Selamat, Kec. Sunggal, Kab. Deli Serdang. This research conducted for 3 months and was carried out in class VII even semester of the 2023-2024 academic year.

B. Population and Sample

1. Population

Sugiono defines a population as a generalization area made up of an item or topic with certain qualities that researchers have designated for study purposes before drawing conclusions. 75 seventh-grade students from SMP Muhamamdiyah 61 Tanjung Selamat made up the study's population.

2. Sample

The research sample included of VIII-1 and VIII-2, with VIII-1 having 25 students and VIII-2 having 25 students. The following table shows that the researcher employed the complete sampling approach for collecting the sample.

Table 3.1

Population of the research

No	Class	Amount of student
1	VIII- 1	35
2	VIII- 2	25
	Total	50

C. The Research Design

The quantitative research approach, which is based on the positivist philosophy, was employed in this thesis to investigate particular populations or samples. Research instruments were used to collect data, and quantitative and statistical data analysis was performed with the goal of putting forth predetermined hypotheses (Sugiyono, 2017). Researchers employed this quantitative method to gauge how well students were learning collaboratively. The author employed pre-experimental designs, pretest types, and posttest control group designs as her study methodology. The experimental group and the control group were the two randomly selected groups in this design. The experimental group and the control group were then given a pretest to ascertain the beginning condition, which was the difference between the experimental class and the control class.

D. The variable of the study

The variable was a term that support on the symptoms, characteristics, or circumstances whose occurrence is different for each subject. The variable was the object of research, or what is to become a focal point of research. This study used a correlation research method, namely research that looks at the relationship between two or more variable. This study consist of two variable (independent variable and dependent variable).

1. Independent variable

The independent variable is the variable which gave rise to an influence on a dependent variable. Independent variable or as the “X” variable, namely the Collaborative Learning of SMP Muhammadiyah 61 Tanjung Selamat.

2. Dependent variable

The variable that the independent variable raises is known as the dependent variable. Reducing speaking anxiety is the dependent variable, also known as variable "Y," for students in class VII at SMP Muhammadiyah 61 Tanjung Selamat.

E. The instrument data

Data collection method is a method that can be used by researchers to obtain data to be studied. The method used in data collection is by using the scale method, which is a data collection method in which the data needed in the study obtained through statements or a written question asked by the respondent regarding a matter that presented in the form of a list of questions. In this study the author using an emotional intelligent scale and a questionnaire.

1. Questionnaire

Questionnaire is “ a data collection tool containing a list of questions” in writing addressed to the research subject/respondent. Questionnaire arranged in a statement sentence with the available answer options. In this study using a questionnaire based on a likert scale for reveal aspects of collaborative learning possessed by the subject.

Table 3.2
Questionnaire item score

No	<i>Favourabel</i> (Positive Statement)		<i>Unfavourabel</i> (Negative Statement)	
	Score	Information	Information	Score
1	4	Always	Always	1
2	3	Often	Often	2
3	2	Sometimes	Sometimes	3
4	1	Never	Never	4

2. Practice for the pre- and post-tests The researcher employed a practical exam in this study, which is an evaluation method that asks students to respond with their abilities to complete a task in line with competency expectations.

a. Data Normality Test

Test Normality used for knowing is score For variable distribute normal or no . Partner the hypothesis are :

H_0 : sample originate from population normally distributed .

H_1 : sample originate from population distribute not normal

For test partner hypothesis, is used chi- square formula :

$$x^2 = \sum_{i=1}^k \frac{(O_i - E_i)^2}{E_i}$$

Description :

O_i Observation frequency

E_i = Expected frequency

b. T-test

According to Ghozali (2012) to ascertain the impact of single or partial independent factors on dependent variables while maintaining the constant values of the other variables. Each independent variable's level of significance is examined in order to conduct this test. The t test is utilized

for hypothesis testing, with the following conditions and the level of significance (or confidence) set at $\alpha = 0.05$:

- 1) If the likelihood (significance) is greater than 0.05 (α), H_0 is approved and H_a is disapproved.
- 2) If the likelihood (significance) is less than 0.05 (α), H_0 is disqualified and H_a is admitted.

Table 3.3
Quissionare Indicator

A. Variabel learning	Collaborative	Always	Often	Sometimes	Never
Interaction between students					
1. Students actively engage with each other, both face-to-face and through online platforms, fostering the exchange of ideas, information, and support.		4	3	2	1
2. There is a lively interaction among students, whether in person or online, where they share ideas, information, and provide mutual assistance.		4	3	2	1
Collaboration in Problem Solving					
1. Students collaborate effectively to identify, analyze, and resolve problems by leveraging their collective knowledge and skills.		4	3	2	1
2. Learners work together seamlessly to recognize, assess, and address challenges using their combined expertise and abilities.		4	3	2	1
Distribution of Tasks and Responsibilities					
1. Students equitably distribute tasks and responsibilities among group members, ensuring each individual		4	3	2	1

contributes significantly toward achieving the group's objectives.				
2. Task allocation among group members is fair, with each member assuming substantial responsibilities in pursuit of the group's goals.	4	3	2	1
Knowledge-Building Discussions				
1. Learners engage in deep, reflective discussions aimed at constructing knowledge collectively, posing inquiries, presenting arguments, and offering constructive feedback.	4	3	2	1
2. Discussions among learners are characterized by depth and reflection, fostering the collaborative construction of knowledge through questioning, argumentation, and feedback.	4	3	2	1
Perspective Exchange				
1. Students exchange diverse perspectives, experiences, and insights to enhance shared understanding and generate innovative solutions.	4	3	2	1
2. There is an exchange of varied viewpoints, experiences, and knowledge among students to enrich collective comprehension and foster the development of innovative solutions.	4	3	2	1

B. Speaking anxiety	Indicator
	Pre-test Post test

Figure 3.1 Pre-Test of Collaborative Learning

NAME

.....

CLASS:.....

.....

PRE-TEST

I. Choosing the correct answer by crossing (X)

The following text is question for 1 to 3.



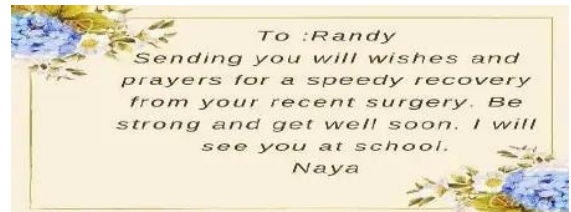
1. What is the card about?
 - A. newborn baby.
 - B. baby's anniversary.
 - C. birthday boy.
 - D. A newly boy.
2. Who is the card addressed to?
 - A. Beni
 - B. The baby
 - C. Beni's siblings
 - D. Beni's parents
3. Beni is the baby's ____
 - A. Uncle
 - B. Cousin
 - C. Brother
 - D. nephew

The following text is question for 4 to 5.



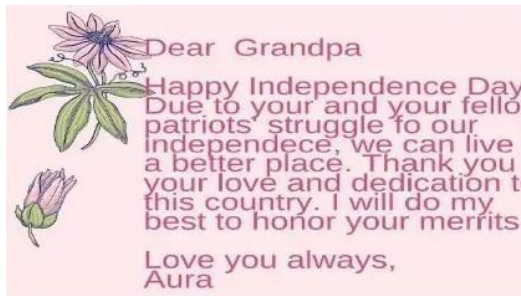
4. Gilang writes the card to ____
 - A. congratulate his mother
 - B. apologize to his parents
 - C. show sympathy to his parents
 - D. show his love and gratitude to his parents
5. What does Gilang wish for his parents?
 - A. They always love him.
 - B. They become wonderful people.
 - C. They achieve their dreams.
 - D. They have a wonderful anniversary.

The following text is question for 6 to 7.



6. From the text we know that Randy
 - A. is at school
 - B. will undergo a surgery
 - C. has just had a surgery
 - D. will meet Naya at school
7. Naya is Randy's ____
 - A. Sister
 - B. Teacher
 - C. Neighbor
 - D. Classmate

The following text is question for 8 to 10.



5) Holiday Card (Kartu Ucapan Hari Besar / Liburan)

8. What does Aura feel about her grandfather?
 - A. Pleased
 - B. Proud
 - C. Hopeful
 - D. Impressed
9. What was Aura's grandfather
 - A. Soldier
 - B. Minister
 - C. Governor
 - D. President
10. Being a patriot means that a person
 - A. likes to be free
 - B. loves his/her country
 - C. loves to fight
 - D. fights in a war

II. (Make a greeting card according to the theme you choose!) (*buatlah kartu ucapan sesuai dengantema yang kalian pilih!*)

- 1) Graduation Card (Kartu Ucapan Kelulusan)
- 2) Birthday Card (Kartu Ucapan Ulang Tahun)
- 3) Thank you Card (Kartu Ucapan Terima kasih)
- 4) Get Well Card (Kartu Ucapan Kesembuhan)

Figure 3.2 Post-Test of Collaborative Learning

NAME :

CLASS:

I. Choosing the correct answer by crossing (X)

The following text is question for 1 to 3.



1. What is the card about?
 - a. newborn baby.
 - b. baby's anniversary.
 - c. birthday boy.
 - d. A newly boy.
2. Who is the card addressed to?
 - a. Beni
 - b. The baby
 - c. Beni's siblings
 - d. Beni's parents
3. Beni is the baby's ____
 - a. Uncle
 - b. Cousin
 - c. Brother
 - d. nephew

The following text is question for 4 to 5.

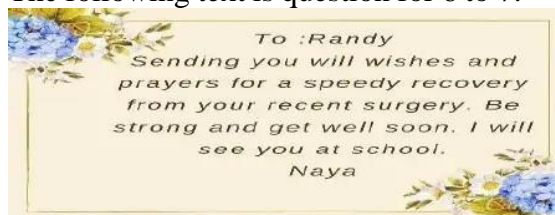


4. Gilang writes the card to ____
 - a. congratulate his mother
 - b. apologize to his parents
 - c. show sympathy to his parents
 - d. show his love and gratitude to his parents

POST-TEST

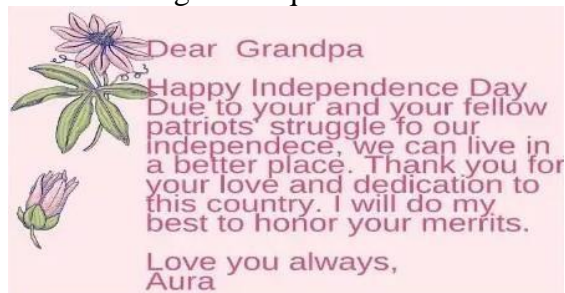
5. What does Gilang wish for his parents?
 - a. They always love him.
 - b. They become wonderful people.
 - c. They achieve their dreams.
 - d. They have a wonderful anniversary.

The following text is question for 6 to 7.



6. From the text we know that Randy ____
 - a. is at school
 - b. will undergo a surgery
 - c. has just had a surgery
 - d. will meet Naya at school
7. Naya is Randy's ____
 - a. Sister
 - b. Teacher
 - c. Neighbor
 - d. Classmate

The following text is question for 8 to 10.



8. What does Aura feel about her grandfather?
 - a. Pleased
 - b. Proud
 - c. Hopeful
 - d. Impressed

9. What was Aura's grandfather _____
- Soldier
 - Minister
 - Governor
 - President
10. Being a patriot means that a person _____
- likes to be free
 - loves his/her country
 - loves to fight
 - fights in a war

II. (Make a greeting card according to the theme you choose!) (buatlah kartu ucapan sesuai dengantema yang kalian pilih!)

- 1) Graduation Card (Kartu Ucapan Kelulusan)
- 2) Birthday Card (Kartu Ucapan Ulang Tahun)
- 3) Thank you Card (Kartu Ucapan Terima kasih)
- 4) Get Well Card (Kartu Ucapan Kesembuhan)
- 5) Holiday Card (Kartu Ucapan Hari Besar / Liburan)

CHAPTER IV
FINDINGS AND DISCUSSION

A. Findings

1. Data Presentation

Approach study This is with use study quantitative . A number of method researcher do For get data- data Which expected . Study use method observe , test practice Where these data as following :

Pretest and Posttest Test Results

Pretest dan Post test

Table 4.1 Pretest and Post test VIII-1

No	Name	Pretest	Post test
1	Akbar	50	75
2	Arifah	40	90
3	Arya	62	83
4	Asri	37	70
5	Aulia	43	70
6	Cut	43	70
7	Ersya	35	70
8	Galih	45	85
9	Hafidzah	35	75
10	Inayah	30	75
11	Keyla	30	75
12	M. alief	35	75
13	M. ibnu	68	78
14	M. fahrur	56	75
15	M. rayhan	47	78
16	M. arif	48	76
17	Najwa	48	78

18	Nurul	48	75
19	Raffa	45	79
20	Rizky	45	70
21	Siti Zahara	45	75
22	Syazwina	45	78
23	Tania	50	85
24	Zaskia	44	85
25	Zahran	60	90
Average		45,36	77,4

The table above shows that there was a change in the scores of the students VIII-1 who are in the research control class after the collaborative learning test was carried out on students in reducing anxiety in learning English. After the collaborative learning was carried out, the respondents' scores increased significantly, it can be seen that the average pre-test score is 45,36 while the average the post test average is 77,4.

Table 4.2 Pretest Dan Post Test Class VIII-2

No	Name	Pretest	Post test
1	Aisyah	47	60
2	Andika	45	75
3	Aqib	55	80
4	Arini	57	85
5	Tri Sartika	50	87
6	Buana	50	75
7	Fahrezi	43	70
8	Malahayati	60	80
9	Keyzi	43	70
10	Naifah	75	90

11	M. rafa	35	70
12	M. satria	45	78
13	Said	37	70
14	Azami	62	83
15	Mirza	35	70
16	Nabil	40	60
17	Ummul	30	70
18	Nur	55	78
19	Radit	30	70
20	Raisah	50	75
21	Akbar	40	65
22	Safa	60	80
23	Saskia	75	85
24	Sofiah	70	90
25	Soraya	45	78
Average		49,37	75,76

The table above shows that there was a change in the scores of the students VIII-2 who are in the research experimental class after the collaborative learning test was carried out on students in reducing anxiety in learning English. After the collaborative learning was carried out, the respondents' scores increased significantly, it can be seen that the average pre-test score is 49,37 while the average the post test average is 75,76

1. Normality test

Before writer do Paired Sample T-Test Analysis , author need ensure the data will be processed to pass the Normality Test . In research this is the test used using the Kologomorov -Smirnov Test because amount sample between 20-2000 Basis of Collection Normality Test decision using Kolmogorov smirnov as following :

- a. If the Sig value $. < \text{Research Alpha (0.05)}$, then the data is no normally distributed .
- b. If the Sig value $. > \text{Research Alpha (0.05)}$, then the data is normally distributed .

Table 4.3
Tests of Normality

Class	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistics	df	Sig.	Statistics	df	Sig.
Results Pretest VIII-1	.150	25	.154	.948	25	.223
Pretest VIII-2	.120	25	.200 *	.955	25	.326
Posttest VIII-1	.180	25	.036	.890	25	.011
Post test VIII-2	.155	25	.124	.957	25	.350

*. This is a lower bound of the true significance.

Lilliefors Significance Correction

In table on seen that *Kolmogorov-Smirnov* sig value on *Tests of Normality* For control class is VIII-1 with pretest significance $0.154 > 0.005$ and post test $0.036 > 0.005$ while For class experiment that is class VIII-2 with pretest VIII-2 significance $0.200 > 0.005$ and post test $0.124 > 0.005$. With exposure results of data significance the so can taken conclusion that on the second class as well as pre-test and post-test data are normally distributed samples .

2. Homogeneity Test

Homogeneity test done For test similarity variance between two populations or more . Homogeneity test in research This using Levene's Test. Significant levels used is $\alpha = 0.05$. How to interpret this test is as following :

- a. If value significance < 0.05 , then said that variant of two or more group data population is No The same .

- b. If value significance > 0.05 , then said that variant of two or more group data population is The same

Table 4.4
Test Homogeneity of Variance

		Levene			
		Statistics	df1	df2	Sig.
Learning outcomes	Based on Mean	3,423	1	48	.070
	Based on Median	3,181	1	48	.081
	Based on Median and with adjusted df	3,181	1	47.948	.081
	Based on trimmed mean	3,505	1	48	.067

Table above show homogeneity test value For second variable value the sign is 0.700 and 0.81 shows that the data is homogeneous because mark significance > 0.005 . This matter show that in study This No there is similarity variance from moderate variable tested .

3. Hypothesis testing

Testing of hypotheses is done Accept or reject the assertion that has been made in order to test the veracity of something in a statistically meaningful way. The t test is used to test hypotheses. The study employed the t-test. This test, known as the paired t-test, is used to determine whether there is a difference between the means of two samples, or two groups, in pairs or related. The paired sample t-test guidelines for making decisions based on that are:

- a. If value probability or Sig. (2-tailed) < 0.05 , then H1 is accepted .
- b. If value probability or Sig. (2-tailed) > 0.05 , then H1 is rejected

Table 4.5
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	pretest & posttest	50	.608	.000

Based on *Paired Samples Correlations* output obtained sig value (2 tailed) is $0.000 < 0.05$ then can concluded there is effect collaboration learning for class pre-test experiment with experimental post-test in reduce worry student in learn English .

Table 4.6
Paired Samples Test

		Mean	Paired Differences				t	df	Sig. (2-tailed)
			Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest - posttest	-29,220	8,922	1,262	-31,756	-26,684	23,158	49	.000

Considering the output matched samples Test results were obtained With the t value of 23.158 and the two-tailed sig value of $0.000 < 0.005$, it can be inferred There is a difference between the class pre-test control and post-test control in terms of average outcomes capacity to cleanse students for research. This acknowledges the theory that there The impact of collaborative learning exercises on speech anxiety reduction.

B. Discussion

1. There any significant effect of using collaborative learning to reduce student anxiety SMP Muhammadiyah 61 Tj. Selamat

Considering the output matched samples Test results were obtained With the t value of 23.158 and the two-tailed sig value of $0.000 < 0.005$, it can be inferred There is a difference between the class pre-test control and post-test control in terms of average outcomes capacity to cleanse students for research. This acknowledges the theory that there The impact of collaborative learning exercises on speech anxiety reduction. Yes, there is significant evidence that using collaborative learning can help reduce student anxiety. Several studies have shown that collaborative learning strategies can effectively alleviate anxiety in students, particularly in English as a Foreign Language settings . These studies highlight that collaborative learning can create a supportive environment where students feel more comfortable and less anxious about speaking and participating in class discussions. This is accomplished by members of the group developing a feeling of community, exchanging ideas, and supporting one another. For example, a research by Suwantarathip & Wichadee discovered that when group members assisted them in their learning, students felt less nervous, which promoted a sense of camaraderie and relaxation in the classroom (Suwantarathip & Wichadee, 2014). Similarly, another study by Novitasari showed that collaborative learning activities can minimize students' speaking anxiety because they are motivated to more actively participate in class

(Novitasari, 2019). Harmer's findings are corroborated by the fact that group work greatly expands students' speaking chances and gives them more opportunity to express differing viewpoints (Harmer, 2010). Additionally, the study by Dina found that cooperative learning can reduce students' anxiety in learning English by providing a nonthreatening, supportive environment (Dina, 2022). Students can feel more at ease and participate more actively in class discussions in this setting, which can help them become less anxious and improve their language abilities. All things considered, the research points to collaborative learning as a useful tactic for lowering student anxiety, especially in EFL contexts. By fostering a supportive environment and encouraging active participation, collaborative learning can help students feel more comfortable and confident in their language abilities, leading to improved learning outcomes and reduced anxiety.

2. Effect of using collaborative learning to reduce student anxiety at SMP Muhammadiyah 61 Tj. Selamat

The use of collaborative learning has been found to significantly reduce student anxiety in various studies. Collaborative learning strategies create a supportive environment where students feel more comfortable and less anxious about speaking and participating in class discussions. According to the Yerkes-Dodson law, students who experience mild anxiety may do better in classrooms that use active learning, particularly when the work is easy or routine. Consequently, raising anxiety levels in students might serve as a means of encouraging

them to come to class, do a worksheet, or read the textbook. Nonetheless, as demonstrated by students' GAD scores, general anxiety levels among students can range significantly, thus raising anxiety levels across students may have varying effects due to their varying degrees of generalized worry. Consequently, it is crucial to take into account how increasing anxiety may affect students differently, particularly those who are known to have higher levels of anxiety, like females and lower-performing students, if an instructor wants to increase student motivation, especially for a task that requires cognitive skill. To learn more about how students' performance is impacted by mild anxiety, more study is required. as it has been demonstrated that elevated anxiety levels have a detrimental effect on students' performance and retention in STEM. imply that, in order to improve student motivation, instructors should think about adjusting other elements that have been demonstrated to do so without having a detrimental effect on retention or performance, such as raising teacher immediacy. Examine the connection between student anxiety and active learning strategies in an effort to provide teachers advice on how to reduce excessive anxiety levels in their classes. There was a chance that the three active learning strategies this study examined—cold calling/random calling, group projects, and clicker questions—would make students feel more anxious. One concept that underlies students' accomplishment anxiety during active learning activities has been identified: fear of unfavorable assessment. Because clicker questions and group projects were perceived by students as

helpful in their scientific learning, they also had the ability to reduce anxiety in them. Our research has shown some features of clicker questions, group projects, and cold calling or random calling that may have an adverse effect on students' anxiety levels. We anticipate that these discoveries may assist educators in designing more inclusive, active learning science classrooms.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The results showed that collaborative learning activities can significantly reduce the level of speaking anxiety among students of class VIII of SMP Muhammadiyah 61. There are several key findings that support this conclusion:

1. Social Interaction

The working in groups, students have the opportunity to interact informally, exchange ideas, and build confidence through social support from peers. These interactions help reduce the fear and anxiety that often arise when having to speak in front of the class or in front of many people.

2. Supportive Learning Environment

A more collaborative classroom atmosphere creates a more inclusive and supportive learning environment. Students feel more comfortable to express themselves without fear of negative judgment. They can also learn from mistakes in a more relaxed and helpful atmosphere, which contributes to anxiety reduction.

3. Participatory and Active Learning

Collaborative learning encourages a more active and participatory approach to learning. Students are not passive recipients of information, but active participants in the learning process. This active

participation helps shift the focus from personal anxiety to the learning task at hand, thus reducing feelings of anxiety.

Overall, this study concludes that the use of collaborative learning activities is an effective strategy to reduce speaking anxiety among students. The implementation of this method in the learning process can bring a positive impact not only on anxiety reduction, but also on improving students' social and academic skills.

This study also recognizes some limitations, including the limited sample size and variations in the implementation of collaborative activities across different classes. Therefore, further research with larger samples and more rigorous designs is needed to strengthen these findings and further explore the mechanisms behind the positive influence of collaborative learning on speaking anxiety.

B. Suggestion

Based on the research of the study on the effect of collaborative learning activities in reducing speaking anxiety among students, there are several suggestions that can be implemented by teachers to create a more supportive and effective learning environment :

1. Integrate Structured Collaborative Activities

Teachers are expected to design learning activities that systematically integrate collaborative elements. Start with simple activities that facilitate interaction between students.

2. Training Students' Social and Emotional Skills

In addition to focusing on academic skills, teachers should also work on students' social and emotional skills, such as empathy, cooperation and stress management. These skills are important to support positive collaborative interactions and reduce speaking anxiety.

3. Regular Evaluation and Reflection

Teachers should regularly evaluate the effectiveness of collaborative activities and reflect on their teaching practices. Evaluation can be done through observation, questionnaires, and open discussions with students about their experiences. This information can be used to adjust and improve the collaborative learning strategies implemented.

By implementing these suggestions, teachers can create a more collaborative, supportive and effective learning environment in reducing speaking anxiety among students. Besides improving speaking skills, this approach can also enrich students' overall learning experience and equip them with important social skills for the future.

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LESSON PLAN (EXPERIMENTAL GROUP)

Sekolah : SMP Muhammadiyah 61 Tanjung Selamat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : 8/II
Judul Materi : Greeting Card
Alokasi Waktu : 4 x 40 Menit

Tujuan Pembelajaran

- Merancang berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.

Media Pembelajaran, Alat/Bahan dan Sumber Belajar :

Media Prmbelajaran : Laptop, Proyektor.

Alat/Bahan : Papan Tulis, Spidol, infocus.

Sumber Belajar : Modul Ajar Fase D Greeting Card, You Tube.

Kegiatan Pembelajaran

Pendahuluan :

- Guru mengucapkan salam dan Doa.
- Guru memberikan motivasi dan apresiasi.
- Guru menginformasikan tujuan pembelajaran.
- Guru mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

Inti :

- Guru menyampaikan topik dan mengajukan pertanyaan tentang jenis- jenis kartu ucapan.
- Siswa berdiskusi dalam kelompoknya menyelesaikan proyek kartu ucapan dengan memperhatikan batas waktu yang telah ditentukan bersama.
- Guru dan siswa membuat kesepakatan tentang jadwal pengumpulan exercise kartu ucapan.

Penutup :

- Guru beserta siswa membuat kesimpulan singkat tentang materi meminta perhatian dan responnya.
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian :

Sikap	<ul style="list-style-type: none"> • Observasi Spiritual (Mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	<ul style="list-style-type: none"> • Penugasan Peserta didik mencatat tentang greeting card. Peserta didik diminta untuk mengerjakan soal pretest dan posttest.
Keterampilan	<ul style="list-style-type: none"> • Test Praktik Peserta didik membacakan Greeting Card berdasarkan pengalaman pribadi mereka.

Tanjung Selamat, Maret 2024

Mengetahui

Kepala Sekolah SMP Muhammadiyah 61

Tj.Selamat

Peneliti

Fitri Zulhujjah, S.Pd

NKTAM.1380757

Esa Nabila

NPM.1902050115

LESSON PLAN (CONTROL GROUP)

Sekolah : SMP Muhammadiyah 61 Tanjung Selamat
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : 8/II
Judul Materi : Greeting Card
Alokasi Waktu : 4 x 40 Menit

Tujuan Pembelajaran

- Merancang berbagai ragam teks tulisan maupun lisan sederhana yang disajikan dalam bentuk multimoda dalam lingkup kehidupan remaja.

Media Pembelajaran, Alat/Bahan dan Sumber Belajar :

Media Prmbelajaran : Laptop, Proyektor.

Alat/Bahan : Papan Tulis, Spidol, infocus.

Sumber Belajar : Modul Ajar Fase D Greeting Card, You Tube.

Kegiatan Pembelajaran

Pendahuluan :

- Guru mengucapkan salam dan Doa.
- Guru memberikan motivasi dan apresiasi.
- Guru menginformasikan tujuan pembelajaran.
- Guru mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi selanjutnya.

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- Guru beserta siswa membuat kesimpulan singkat tentang materi meminta perhatian dan responnya.
- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.
- Guru mengakhiri pembelajaran dengan ucapan doa dan salam.

Penilaian :

Sikap	<ul style="list-style-type: none"> • Observasi Spiritual (Mengucapkan salam dan doa) Sosial (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	<ul style="list-style-type: none"> • Penugasan Peserta didik mencatat tentang greeting card. Peserta didik diminta untuk mengerjakan soal pretest dan posttest.
Keterampilan	<ul style="list-style-type: none"> • Test Praktik Peserta didik membacakan Greeting Card berdasarkan pengalaman pribadi mereka.

Tanjung Selamat, Maret 2024

Mengetahui

Kepala Sekolah SMP Muhammadiyah 61

Tj.Selamat

Peneliti

Fitri Zulhujjah, S.Pd

NKTAM.1380757

Esa Nabila

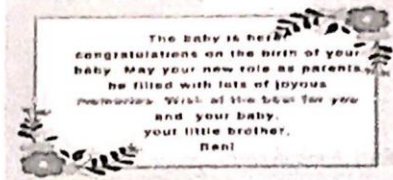
NPM.1902050115

NAME : Najwa
CLASS: XIII - 1

48

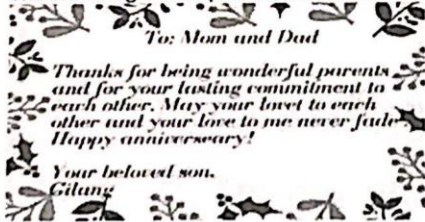
PRE - TEST

I. Choosing the correct answer by crossing (X)
The following text is question for 1 to 3.



1. What is the card about?
 A. newborn baby.
 B. baby's anniversary.
 C. birthday boy.
 D. A newly boy.
2. Who is the card addressed to?
 A. Beni
 B. The baby
 C. Beni's siblings
 D. Beni's parents
3. Beni is the baby's ____
 A. Uncle
 B. Cousin
 C. Brother
 D. nephew

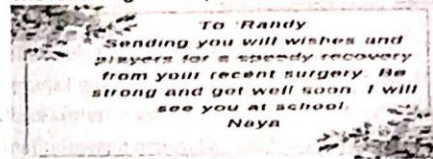
The following text is question for 4 to 5.



4. Gilang writes the card to ____
 A. congratulate his mother
 B. apologize to his parents
 C. show sympathy to his parents
 D. show his love and gratitude to his parents

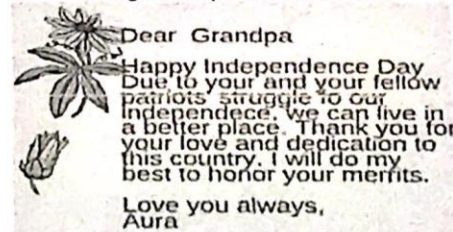
5. What does Gilang wish for his parents?
 A. They always love him.
 B. They become wonderful people.
 C. They achieve their dreams.
 D. They have a wonderful anniversary.

The following text is question for 6 to 7.



6. From the text we know that Randy ____
 A. is at school
 B. will undergo a surgery
 C. has just had a surgery
 D. will meet Naya at school
7. Naya is Randy's ____
 A. Sister
 B. Teacher
 C. Neighbor
 D. Classmate

The following text is question for 8 to 10.



8. What does Aura feel about her grandfather?
 A. Pleased
 B. Proud
 C. Hopeful
 D. Impressed

9. What was Aura's grandfather _____
- A. Soldier
 - B. Minister
 - C. Governor
 - D. President

10. Being a patriot means that a person _____
- A. likes to be free
 - B. loves his/her country
 - C. loves to fight
 - D. fights in a war

II. (Make a greeting card according to the theme you choose!) (buatlah kartu ucapan sesuai dengan tema yang kalian pilih!)

- 1) Graduation Card (Kartu Ucapan Kelulusan)
- 2) Birthday Card (Kartu Ucapan Ulang Tahun)
- 3) Thank you Card (Kartu Ucapan Terima kasih) 8
- 4) Get Well Card (Kartu Ucapan Kesembuhan)
- 5) Holiday Card (Kartu Ucapan Hari Besar / Liburan)

ANSWER

3. "THANK YOU FOR YOUR LOVELY GIFT, I'LL BE SURE TO PUT TO GOOD USE!"

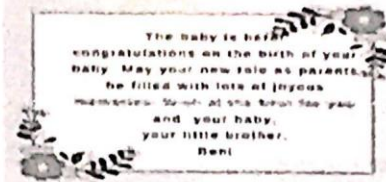
NAME: ALSYAH
CLASS: VIII - 11

60

POST - TEST

I. Choosing the correct answer by crossing (X)

The following text is question for 1 to 3.

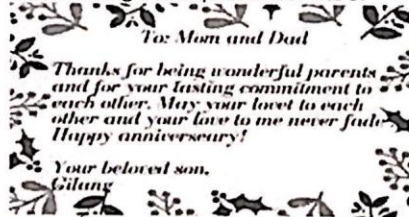


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 A. newborn baby.
 B. baby's anniversary.
 C. birthday boy.
 D. A newly boy.

2. Who is the card addressed to?
 A. Beni
 B. The baby
 C. Beni's siblings
 D. Beni's parents

3. Beni is the baby's ____
 A. Uncle
 B. Cousin
 C. Brother
 D. nephew

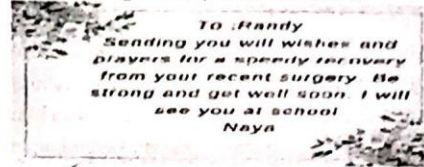
The following text is question for 4 to 5.



4. Gilang writes the card to ____
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 B. apologize to his parents
 C. show sympathy to his parents
 D. show his love and gratitude to his parents

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 A. They always love him.
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 C. They achieve their dreams.
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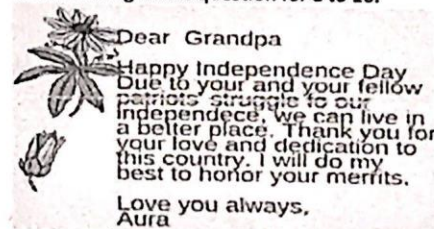
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The following text is question for 8 to 10.



8. What does Aura feel about her grandfather?
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 C. Hopeful
 D. Impressed

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- B. Minister
- C. Governor
- D. President

40

10. Being a patriot means that a person _____

- A. likes to be free
- B. loves his/her country
- C. loves to fight
- D. fights in a war

11. (Make a greeting card according to the theme you choose!) (buatlah kartu ucapan sesuai dengan tema yang kalian pilih!)

- 1) Graduation Card (Kartu Ucapan Kelulusan)
- 2) Birthday Card (Kartu Ucapan Ulang Tahun) 20
- 3) Thank you Card (Kartu Ucapan Terima kasih)
- 4) Get Well Card (Kartu Ucapan Kesembuhan)
- 5) Holiday Card (Kartu Ucapan Hari Besar / Liburan)

ANSWER

1. "You are an achiever you have vs all Proud keep up the good work
congratulation on graduation"

2. "Happy birthday to you always live a long hearty life"

DOCUMENTATION OF RESEARCH







MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Esa Nabila
NPM : 1902050115
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3.46

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The effect of using collaborative learning activities to reduce speaking anxiety	
	The use of storytelling technique to improve students' motivation and speaking skill	
	The influence of family environment on students' mastery of English	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 Oktober 2023

Hormat Pemohon,

Esa Nabila



MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Esa Nabila
NPM : 1902050115
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut :

"The effect of using collaborative learning activities to reduce speaking anxiety"

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Dewi Juni Artha S.S., M.S

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 04 Oktober 2023
Hormat Pemohon,


Esa Nabila

**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jln. Mukthar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 3382 /II.3/UMSU-02/F/2023
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan Perpanjangan proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini .:

Nama : Esa Nabila
N P M : 1902050115
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Collaborative Learning Activities to Reduce Speaking Anxiety

Pembimbing : Dewi Juni Arta, S.S., M.S.

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan **BATAL** apabila tidak selesai pada waktu yang telah ditentukan.
3. Masa kadaluwarsa tanggal : **5 Oktober 2024**

Medan 19 Rabiul Awwal 1445 H
5 Oktober 2023 M




Wassalam
Dekan

Dra. Hj. Svamsuyurnita, MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing Materi dan Teknis
 4. Pembimbing Riset
 5. Mahasiswa yang bersangkutan :
- WAJIBMENGIKUTISEMINAR**





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BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog.Studi : Pendidikan Bahasa Inggris
Nama : Esa Nabila
NPM : 1902050115
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Effect of Using Collaborative Learning Activities to Reduce Speaking Anxiety

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 Okt 2023	BAB I, Background, Purposes and Scope of the Study	
6 Nov 2023	BAB I, Purposes of the Study	
13 Nov 2023	Bab III, Sample and Population, Data Analysis	
13 Des 2023	References	
13 Jan 2024	ACC Seminar Proposal	

Medan, 13 Januari 2024

Diketahui oleh:

Ketua Prodi

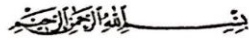
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Dosen Pembimbing

(Dewi Juni Artha, S.S., M.S)



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LEMBAR PENGESAHAN PROPOSAL


Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Esa Nabila
NPM : 1902050115
Program Studi : Pendidikan Bahasa Inggris
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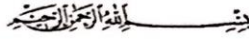

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Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Esa Nabila
N.P.M : 1902050115
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : The Effect of Using Collaborative Learning Activities to Reduce Speaking Anxiety

Pada hari Kamis, tanggal 07, bulan Maret, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Maret 2024

Disetujui oleh:

Dosen Pembahas

(Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.)

Dosen Pembimbing

(Dewi Juni Artha, S.S., M.S.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum)



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Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

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Judul Penelitian : The Effect of Using Collaborative Learning Activities to Reduce Speaking Anxiety.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.



*Peringgal

Wassalam
Dekati

Dra. H. Syamsu Nurita, M.Pd.
NIDN : 0004066701





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PIMPINAN CABANG MUHAMMADIYAH TANJUNG SELAMAT PERJUANGAN
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Yang bertanda tangan di bawah ini , Kepala Sekolah SMP Muhammadiyah 61 Tanjung Selamat , kecamatan Sunggal kabupaten Deli Serdang , dengan ini menerangkan bahwa :

Nama : Esa Nabila
NIM : 1902050115
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : The Effect of Using Collaborative Learning Activities to Reduce Speaking Anxiety.
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Sesuai dengan surat Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan Nomor : 0695/IL.3/UMSU-02/F/2024 tanggal 21 Maret 2024, hal izin melaksanakan Penelitian , benar nama tersebut telah melaksanakan penelitian di SMP Muhammadiyah 61 Tanjung Selamat pada bulan Maret s/d Mei.

Demikian surat ini di perbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMP Muhammadiyah 61

Fitri Zulhijah, S.Pd
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Mother : Sri Rahayu Ningsih
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2015 – 2018 : SMK Negeri 10 Medan
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