

An Analysis of Students' Speaking Self-Efficacy in Collaborative Learning

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Abstract

This research aims to find out the student's speaking self-efficacy in collaborative learning. This research is qualitative research with a case study type, data collection using observation and interview. This research used the case study method. The participants of this research are students of MA Yapit Taretta. This research was conducted students at MA Yapit Taretta. The results showed: 1) Self-efficacy affects how people set goals, cope with challenges, and persist in the face of obstacles. 2) Collaborative learning environments offer a conducive setting for learners to enhance their speaking skills through repeated practice and constructive feedback, ultimately fostering greater confidence and proficiency. The statement underscores the psychological and educational benefits of collaborative learning environments in enhancing student confidence and reducing anxiety. 3) The effectiveness of collaborative learning activities in improving student confidence in speaking.

Keywords: *Speaking, self-efficacy, collaborative learning.*

INTRODUCTION

The rapid advancements in science and technology have significantly transformed society, creating new social problems and demands. Education now faces the critical task of preparing students to thrive in a dynamic and competitive environment shaped by these technological advancements. Efforts are being made to enhance the quality of education, aiming to keep pace with these changes.

According to Law Number 20 of 2003, education is a conscious and planned effort to create a learning environment where students can actively develop their potential, gaining spiritual strength, self-control, personality, intelligence, noble character, and essential skills. National education aims to cultivate students' abilities, shaping them into knowledgeable, creative, independent, and responsible citizens.

One key focus in education today is self-efficacy, particularly in speaking skills. Self-efficacy, the belief in one's ability to succeed in specific tasks, is crucial for effective learning.

High self-efficacy boosts students' motivation and confidence, leading to better performance. In contrast, low self-efficacy can result in a lack of interest and poor performance.

Albert Bandura introduced the concept of self-efficacy, emphasizing its central role in human functioning. In education, especially in English as a Foreign Language (EFL) contexts, speaking self-efficacy is vital for effective communication. Collaborative learning, where students work together to achieve common goals, has been shown to enhance content understanding and interpersonal skills. Understanding how collaborative learning impacts students' speaking self-efficacy is essential for educators.

Effective teaching involves engaging students in learning, not just transmitting information. In EFL contexts, where classroom exposure to English is limited, teachers play a crucial role in providing language exposure and fostering a positive learning environment. Good interactions between teachers and students significantly contribute to a positive learning experience.

Motivation is another critical factor in learning success. Both internal motivation and external stimuli from the learning environment can drive students to engage in the learning process. Teachers can enhance students' motivation by developing effective learning strategies.

Collaborative learning, rooted in social constructivism, emphasizes shared experiences and cooperative interaction. This approach not only deepens understanding but also develops communication, teamwork, and negotiation skills. However, the dynamics of group interaction can influence students' speaking self-efficacy in complex ways. Factors like communication apprehension and cultural diversity within groups can impact confidence in verbal expression.

While existing research highlights the importance of speaking self-efficacy and collaborative learning, there is a gap in understanding their intersection. This study aims to explore 1) How is students self-efficacy? 2) What factors are within collaborative learning environments contributing to or hindering the enhancement of speaking self-efficacy? 3) What benefits do students attribute to collaborative learning in terms of their speaking self-efficacy.

LITERATURE REVIEW

Speaking

Speaking is a core skill to interact each other. Asuncion & Encalada (2019) state that speaking is core elements of interaction and language acquisition. In the same way, Studies, Mahreez, & Ghani (2016) reveal that speaking is a verbal communication of language used to communicate with others. In addition, speaking is the way to express ideas and opinions, to give instruction, to solve problems, to increase proficiency in speaking, or to maintain the relationship or friendship (Cabe & Selatan, 2012). By speaking, people can convey information, ideas, and maintain social relationship in interacting with others.

Speaking performance is important to be mastered by students. Lorena & Sadiku (2015) reveal that speaking performance is a primary thing for those who want to work in a multinational company, not only that local company has placed speaking performance to be one of the criteria in looking for employees. It is also supported by (Darmuki, 2017) that mastery of speaking performance in English is a priority for many second-language or foreign-language learners. If students have good mastery in speaking performance, it will make them easier to face globalization. Therefore, speaking skill is an important skill that should be mastered by the students to face globalization.

Self-Efficacy

Self-efficacy is one of the important effective aspects in learning mathematics. Bandura (1997: 21) argues that self-efficacy touches almost all aspects of human life both in thinking and in affective domain behavior, so that self-efficacy is seen as an important aspect of mathematics learning.

Self-efficacy is one of the critical and essential factors in self-regulated learning. According to Bandura (1997: 24), self-efficacy will generally: (1) influence individuals in making decisions; (2) determine the quality of drive, perseverance, and flexibility of individuals in carrying out activities; and (3) influence individual mindsets and emotions not to give up easily.

Based on some explanation about speaking above, then the researcher can conclude that speaking is one of the skills in language that the most important and also as the first way to communicate and interact or sharing ideas to others orally and produce specific point of language also understood how to use linguistic competence. Speaking, be the most difficult aspect in teaching and learning English language because speaking should involve some aspects such as grammar, vocabulary, pronunciation, and also involve some component in linguistic. So, speaking is a tool for communication and interaction to other people, with speaking people can get or share information, ideas, knowledge and other.

Collaborative Learning

A collaborative learning system is a teaching system that gives students the opportunity to work together with other students in a small group, this learning model also helps students to find a new information and process information obtained from previous learning (Darmuki et al, 2019). According to Maesaroh et al., (2019). There are three stages of cooperative skills that must be present in cooperative learning models. First, forming the skills required to form a group and form a normative attitude. Second, functioning is the skill needed to organize group activities in completing tasks and foster cooperative relationships between group members. Third, formatting is the skill required to form a deeper sense of the material being studied. The last, fermenting is the skill needed to stimulate the understanding of concepts before learning to reach conclusions.

Based on the fourth skill in this cooperative learning method, there are three stages of cooperative skills. Forming, functioning, formatting and fermenting. To present in cooperative learning models, all cooperative skills must be applied. Cooperation is a skill required in a small group for the achievement of learning activities to achieve the same goals and follow what is expected in one group.

METHOD

This research uses qualitative research method, based on Sugiyono (2010) who states that qualitative research is descriptive. It means that collected data was in the form of words rather than number. In addition, Gay (2006) who said that qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data in order to gain insights into a particular phenomenon. This research was conducted in MA YAPIT TARETTA on May – June 2024. In this research, the researcher chose student's class from MA Yapit Taretta who analyze students' speaking self-efficacy in collaborative learning.

FINDINGS

Self-Efficacy

Students Self Efficacy on Personal Ability

No.	Pertanyaan	Pilihan				
		1	2	3	4	5
1.	I can learn what is being taught in class this year. (Saya dapat mempelajari apa yang telah di ajarkan di kelas pada tahun ini).	0S	0S	3S	0S	13S
2.	I can figure out anything if I try hard enough. (Saya dapat memahami apapun jika saya mencoba berusaha mempelajarinya dengan sungguh-sungguh).	0S	0S	0S	3S	13S
4.	Once I've decided to accomplish something that's important to me, I keep trying to accomplish it, even if it is harder that I thought. (Ketika saya telah memutuskan untuk menyelesaikan sesuatu yang menurut Saya penting, Saya akan terus mencoba untuk menyelesaikan hal tersebut, meskipun lebih sulit dari yang saya bayangkan).	0S	0S	4S	7S	5S
5.	I am confident that I will achieve the goals that I set for myself. (Saya percaya diri bahwa Saya akan mencapai tujuan yang telah Saya tetapkan untuk diri Saya).	0S	0S	4S	6S	6S

From the table above, questions 1, 2, 4, and 5 show that from each questionnaire given, students give various answers, but the average student shows a very agree answer from the 4 questionnaires displayed from the table above. Questionnaire 1 shows that there are 13 students who strongly agree with the statement that students can learn what has been taught in class and the remaining 3 students show data with neutral answers.

This indicates that students are able to understand the material that has been taught in class when the methods given in class are also interesting to students, besides that from some of the data above shows that students strongly agree that when they decide to complete something important they will continue to try this indicates that students' self-efficacy in learning is high when they try to complete something. This is continued with student answers in question 5, students are confident to achieve the goals they have set for themselves and this shows the self-efficacy of students in the classroom is high with the abilities that students have.

Students Self Efficacy on Belief that Ability Grows with Effort

8.	I believe hard work pays off. (Saya percaya bahwa kerja keras akan membuahkan hasil).	0S	0S	1S	5S	10S
9.	My ability grows with effort. (Kemampuan saya	0S	0S	3S	4S	9S

	berkembang dengan usaha yang saya lakukan).					
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From the table above, there are 5 questionnaire points given to students about student self-efficacy in learning. From the 5 questionnaires, it shows that students strongly agree that hard work will produce results and students with confidence are confident that they will develop with the abilities they have because of the efforts of each student. This shows that students have a soul and curiosity about something is high because they are confident in their abilities. In addition, from the table above, students also believe that they can significantly improve and develop their talents because of the efforts they believe will continue to grow.

Students Self Efficacy on Speaking Performance

15.	I can speak better than my classmates. (Saya mampu berbicara Bahasa Inggris lebih baik daripada teman-teman sekelas saya).	2S	3S	11S	0S	0S
16.	Even if the speaking task is difficult and I don't have the required vocabulary, I can find strategy to get the message across. (Jika tugas berbicara Bahasa Inggris sulit, dan saya tidak mengetahui beberapa kosakata yang diperlukan, Saya dapat mencari cara untuk menyampaikan pesan tersebut).	0S	0S	6S	7S	3S
17.	I am not stressed out when speaking English in the classroom. (Saya tidak merasa tertekan ketika berbicara Bahasa Inggris di kelas).	1S	0S	6S	6S	3S

From the table above, it shows that in class learning using collaborative learning methods, especially seeing and analyzing students' self-efficacy in learning to speak English in class. From the 3 questionnaires above, students' self-efficacy is neutral in using English in front of their friends, this is because of students' doubts when pronouncing the vocabulary delivered will be wrong in terms of pronunciation. So that some things that inhibit students to speak English easily.

Students Self Efficacy on Learning Speaking

13.	I have enough ability to improve my speaking skills. (Saya memiliki kemampuan yang cukup untuk meningkatkan kemampuan berbicara Bahasa Inggris)	0S	0S	9S	7S	0S
14.	I am sure that if practice speaking more, I will get better grades in the course. (Jika saya terus berlatih berbicara Bahasa Inggris, Saya yakin akan mendapatkan nilai yang lebih baik dalam pembelajaran)	0S	0S	6S	3S	7S

From the table above shows the situation of students when learning English in class, on average they say that students have enough ability in the use of English but with the self-efficacy of students owned by the average student believes that they will get better grades if they continue to practice.

Factors within collaborative learning environments contributing to or hindering the enhancement of speaking self-efficacy

Contributing Factors

Peer support and encouragement (Extracts 6, 7, 8)

Extract 6

Bagaimana teman-teman Anda memengaruhi kepercayaan diri Anda dalam berbicara selama kegiatan kelompok?

How do your friends affect your confidence in speaking during group activities?

Teman-teman saya sangat mempengaruhi kepercayaan diri saya. Ketika mereka memberikan umpan balik positif atau mendengarkan dengan penuh perhatian, saya merasa lebih dihargai dan percaya diri untuk berbicara lebih banyak.

My friends greatly influence my confidence. When they give positive feedback or listen attentively, I feel more valued and confident to speak up more.

From the extract above, the statement underscores the significant role of peer feedback and social interactions in enhancing student confidence within collaborative learning environments. Positive feedback and attentive listening from peers contribute to a sense of validation and belonging, which in turn boosts students' confidence to participate more actively. According to Bandura's (1997) theory of self-efficacy, social persuasion, such as positive feedback from others, is a critical factor in building an individual's belief in their capabilities. Additionally, Johnson and Johnson (2009) argue that cooperative learning environments, which emphasize positive interdependence and individual accountability, create a supportive atmosphere where students feel valued and respected. This supportive environment encourages students to take risks and engage more fully in discussions.

Positive feedback and constructive criticism from peers (Extracts 9, 10)

Extract 9

Jenis umpan balik apa yang Anda terima dari teman-teman selama kerja kelompok? Bagaimana itu memengaruhi kepercayaan diri Anda dalam berbicara?

What kind of feedback did you receive from your peers during group work? How did it affect your confidence in speaking?

Saya sering menerima umpan balik berupa apresiasi atas ide saya atau saran untuk perbaikan. Umpan balik positif meningkatkan kepercayaan diri saya, sementara saran perbaikan membantu saya menjadi lebih baik

I often receive feedback in the form of appreciation for my ideas or suggestions for improvement. Positive feedback boosts my confidence, while suggestions for improvement help me get better.

From the extract above, the statement highlights the dual benefits of receiving feedback in collaborative learning environments—both positive reinforcement and constructive criticism. Positive feedback enhances self-efficacy and motivation by validating students' efforts and ideas, while suggestions for improvement promote growth and skill development. Bandura's (1997) theory of self-efficacy explains that positive reinforcement from peers boosts an individual's belief in their capabilities, thereby increasing their confidence to participate and contribute.

Teacher praise, encouragement, and guidance (Extract 11)

Extract 11

Bagaimana dukungan dari guru selama kegiatan kolaboratif memengaruhi kepercayaan diri Anda dalam berbicara?

How did the support from the teacher during the collaborative activities affect your confidence in speaking?

Dukungan dari guru sangat penting. Ketika guru memberikan pujian atau dukungan selama diskusi kelompok, itu memberi saya kepercayaan diri tambahan untuk berbicara lebih banyak dan lebih baik

Support from the teacher is very important. When the teacher gives praise or support during group discussions, it gives me additional confidence to speak more and better.

From the extract above, the statement emphasizes the pivotal role of teacher support in enhancing student confidence and participation in group discussions. Teacher praise and encouragement can significantly boost students' self-efficacy and motivation, leading to more active and effective participation. According to Bandura's (1997) theory of self-efficacy, verbal persuasion from authority figures, such as teachers, reinforces students' belief in their capabilities, thereby increasing their confidence to speak up. Hattie and Timperley (2007) also assert that feedback from teachers, especially when positive and constructive, is a critical factor in improving student performance and engagement.

Opportunities for frequent practice and skill development (Extracts 14, 18)

Extract 14

Bagaimana menurut Anda keterampilan berbicara Anda berkembang sebagai hasil dari berpartisipasi dalam kerja kelompok?

How do you think your speaking skills developed as a result of participating in group work?

Keterampilan berbicara saya berkembang dengan baik. Saya menjadi lebih fasih, mampu berpikir cepat saat berbicara, dan lebih nyaman menyampaikan ide di depan orang banyak.

My speaking skills developed well. I became more fluent, able to think quickly when speaking, and more comfortable conveying ideas in front of a crowd.

From the extract above, the statement highlights the comprehensive development of speaking skills through active engagement in collaborative learning environments. Such activities enhance fluency, quick thinking, and comfort in public speaking by providing regular practice and interactive opportunities. According to Swain (2000), producing language through speaking activities helps internalize language structures and vocabulary, leading to increased fluency. Additionally, Vygotsky's (1978) theory of social constructivism emphasizes that social interaction and collaborative dialogue are critical for cognitive and linguistic development, facilitating the ability to think quickly and articulate responses.

Supportive and less anxious atmosphere compared to individual tasks (Extracts 2, 3)

Extract 2

Bagaimana perasaan Anda saat berpartisipasi dalam diskusi atau proyek kelompok?

How do you feel when participating in group discussions or projects?

Saya merasa lebih nyaman dan kurang cemas saat berpartisipasi dalam diskusi kelompok dibandingkan dengan berbicara di depan kelas. Adanya teman-teman membuat saya merasa lebih didukung

I feel more comfortable and less anxious when participating in group discussions compared to speaking in front of the class. Having friends around makes me feel more supported.

From the extract above, the statement reflects the well-documented benefits of collaborative learning environments in reducing anxiety and increasing comfort levels among students. Research shows that group discussions can create a supportive atmosphere that alleviates the stress associated with speaking in front of larger audiences. Dörnyei and Murphey (2003) highlight that group work can lower anxiety by providing a sense of community and shared responsibility, which is less intimidating than speaking alone in front of the entire class. Additionally, Bandura's (1997) theory of self-efficacy suggests that peer support in collaborative settings can enhance students' confidence in their abilities, as they receive immediate feedback and encouragement from their peers.

Having prior knowledge or expertise on a topic (Extract 4)

Extract 4

Bisakah Anda memberikan contoh saat Anda merasa sangat percaya diri berbicara dalam pengaturan kelompok?

Can you give an example of a time when you felt very confident speaking in a group setting?

Salah satu contoh adalah ketika kami membahas topik yang saya kuasai dengan baik. Saya merasa sangat percaya diri saat menjelaskan konsep dan menjawab pertanyaan teman-teman di kelompok saya.

One example was when we discussed a topic that I was well versed in. I felt very confident when explaining concepts and answering questions from my friends in my group.

From the extract above, the statement highlights the impact of subject matter expertise on confidence within collaborative learning environments. When students are well-versed in a topic,

their confidence levels increase, allowing them to engage more actively and effectively in discussions. This is supported by the concept of self-efficacy, as outlined by Bandura (1997), which posits that confidence in one's ability to perform a task is enhanced by mastery experiences. When students feel knowledgeable about a subject, they are more likely to participate actively and contribute meaningfully to group discussions. Furthermore, Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD) supports this idea by suggesting that peer interactions within collaborative settings facilitate learning and cognitive development. When students explain concepts and answer questions, they are not only reinforcing their own understanding but also helping their peers, creating a mutually beneficial learning environment.

Hindering Factors

Factors Difficult or unfamiliar topics where students lack knowledge (Extract 5)

Extract 5

Apakah ada saat-saat di mana Anda merasa kurang percaya diri berbicara selama kegiatan kolaboratif? Bisakah Anda menceritakan salah satu dari saat-saat tersebut?

Were there times when you felt less confident speaking during collaborative activities? Can you recount one of those times?

Ada saat di mana saya merasa kurang percaya diri, misalnya ketika topik yang dibahas sangat sulit atau saya tidak memiliki banyak informasi. Saya cenderung lebih diam dan mendengarkan lebih banyak saat itu terjadi

There are times when I feel less confident, for example when the topic is very difficult or I don't have much information. I tend to be more quiet and listen more when that happens.

From the extract above, the statement reflects the influence of knowledge and topic difficulty on student confidence and participation in collaborative learning environments. When students encounter topics they find difficult or about which they have limited knowledge, their confidence tends to decrease, leading to reduced participation. This phenomenon can be understood through Bandura's (1997) theory of self-efficacy, which posits that individuals' beliefs in their capabilities to execute tasks influence their performance. Low self-efficacy in challenging or unfamiliar topics results in decreased verbal participation and increased passive behaviors, such as listening.

Fear of making mistakes or being misunderstood (Extract 19)

Extract 19

Tantangan apa yang Anda hadapi saat berbicara selama kegiatan kolaboratif? Bagaimana Anda mengatasinya?

What challenges did you face when speaking during collaborative activities? How did you overcome them?

Tantangan terbesar adalah rasa takut membuat kesalahan atau tidak dipahami. Saya mengatasinya dengan berlatih lebih banyak dan meminta umpan balik untuk perbaikan.

The biggest challenge was the fear of making mistakes or not being understood. I overcame it by practicing more and asking for feedback for improvement.

From the extract above, the statement highlights common challenges encountered in language learning, particularly the fear of making mistakes and concerns about being misunderstood. This fear is often associated with anxiety, which can inhibit learning and participation (Horwitz et al., 1986). However, overcoming this challenge is achievable through deliberate practice and seeking feedback for improvement.

Speaking in front of larger groups without gradual exposure (Extract 20)

Extract 20

Jika Anda bisa mengubah apa pun tentang cara kegiatan pembelajaran kolaboratif dilakukan, apa yang akan Anda ubah untuk membantu meningkatkan kepercayaan diri berbicara Anda?

If you could change anything about the way collaborative learning activities are conducted, what would you change to help improve your speaking confidence?

Saya akan meminta lebih banyak kesempatan untuk berbicara dalam kelompok kecil sebelum berbicara di depan kelompok besar. Ini bisa membantu membangun kepercayaan diri secara bertahap.

I would ask for more opportunities to speak in small groups before speaking in front of large groups. This can help build confidence gradually.

From the extract above, the statement underscores the importance of gradual exposure and incremental practice in building confidence in public speaking. This approach aligns with principles of gradual exposure therapy, which is commonly used to address social anxiety and phobias (Öst, 1996). By starting with smaller groups and gradually progressing to larger ones, individuals have the opportunity to acclimate to speaking in front of others in a less intimidating setting. According to Bandura's (1997) theory of self-efficacy, successful experiences in small group settings can enhance individuals' belief in their ability to perform well in larger group settings, thereby increasing their confidence. Additionally, Johnson and Johnson (2009) emphasize the benefits of cooperative learning structures, such as small group discussions, in providing a supportive environment for skill development and confidence building. Thus, requesting more opportunities to speak in small groups before speaking in front of large groups is an effective strategy for gradually building confidence in public speaking.

Benefits do students' attribute to collaborative learning in terms of their speaking self-efficacy

Increased confidence and reduced anxiety when speaking in group settings compared to individual tasks (Extracts 3, 12)

Extract 3

Seberapa percaya diri Anda saat berbicara selama kegiatan kelompok dibandingkan dengan tugas individu?

How confident are you when speaking during group activities compared to individual tasks?

Saya merasa lebih percaya diri berbicara selama kegiatan kelompok. Dalam tugas individu, saya sering merasa cemas karena semua perhatian tertuju pada saya, tetapi dalam kelompok, tekanan itu terbagi.

I feel more confident speaking during group activities. In individual tasks, I often feel anxious because all the attention is on me, but in groups, the pressure is shared.

From the extract above, the statement underscores the psychological and educational benefits of collaborative learning environments in enhancing student confidence and reducing anxiety. Collaborative learning settings, where students engage in group activities, provide a supportive framework that distributes the cognitive and emotional load among group members. This dynamic reduces the pressure on individual students, making them feel more comfortable and confident when speaking.

Improved fluency, quick thinking, and comfort in conveying ideas in front

Extract 14

Bagaimana menurut Anda keterampilan berbicara Anda berkembang sebagai hasil dari berpartisipasi dalam kerja kelompok?

How do you think your speaking skills developed as a result of participating in group work?

Keterampilan berbicara saya berkembang dengan baik. Saya menjadi lebih fasih, mampu berpikir cepat saat berbicara, dan lebih nyaman menyampaikan ide di depan orang banyak.

My speaking skills developed well. I became more fluent, able to think quickly when speaking, and more comfortable conveying ideas in front of a crowd.

From the extract above, the statement highlights the comprehensive development of speaking skills through active engagement in collaborative learning environments. Such activities enhance fluency, quick thinking, and comfort in public speaking by providing regular practice and interactive opportunities. According to Swain (2000), producing language through speaking activities helps internalize language structures and vocabulary, leading to increased fluency.

Opportunities for practice and immediate feedback, which helped improve speaking skills (Extract 18)

Extract 18

Apa menurut Anda manfaat utama dari pembelajaran kolaboratif untuk meningkatkan keterampilan berbicara?

What do you think are the main benefits of collaborative learning to improve speaking skills?

Manfaat utamanya adalah kita mendapatkan banyak kesempatan untuk berlatih berbicara dan mendapatkan umpan balik langsung dari teman-teman. Ini membantu kita menjadi lebih percaya diri dan meningkatkan kemampuan berbicara kita.

The main benefit is that we get many opportunities to practice speaking and get immediate feedback from friends. This helps us become more confident and improve our speaking skills.

From the extract above, the statement highlights the significant advantages of collaborative learning environments for improving speaking skills through frequent practice and immediate

feedback. Engaging in activities where speaking is required provides ample opportunities for skill development, as emphasized by Ericsson et al. (1993) in their theory of deliberate practice, which posits that regular, focused practice is essential for expertise acquisition.

A supportive environment that encouraged participation and risk-taking (Extracts 6, 7, 8)

Extract 6

Bagaimana teman-teman Anda memengaruhi kepercayaan diri Anda dalam berbicara selama kegiatan kelompok?

How do your friends affect your confidence in speaking during group activities?

Teman-teman saya sangat mempengaruhi kepercayaan diri saya. Ketika mereka memberikan umpan balik positif atau mendengarkan dengan penuh perhatian, saya merasa lebih dihargai dan percaya diri untuk berbicara lebih banyak.

My friends greatly influence my confidence. When they give positive feedback or listen attentively, I feel more valued and confident to speak up more.

From the extract above, the statement underscores the significant role of peer feedback and social interactions in enhancing student confidence within collaborative learning environments. Positive feedback and attentive listening from peers contribute to a sense of validation and belonging, which in turn boosts students' confidence to participate more actively.

Gradual confidence building through smaller group interactions before larger ones (Extract 20)

Extract 20

Jika Anda bisa mengubah apa pun tentang cara kegiatan pembelajaran kolaboratif dilakukan, apa yang akan Anda ubah untuk membantu meningkatkan kepercayaan diri berbicara Anda?

If you could change anything about the way collaborative learning activities are conducted, what would you change to help improve your speaking confidence?

Saya akan meminta lebih banyak kesempatan untuk berbicara dalam kelompok kecil sebelum berbicara di depan kelompok besar. Ini bisa membantu membangun kepercayaan diri secara bertahap.

I would ask for more opportunities to speak in small groups before speaking in front of large groups. This can help build confidence gradually.

From the extract above, the statement underscores the importance of gradual exposure and incremental practice in building confidence in public speaking. This approach aligns with principles of gradual exposure therapy, which is commonly used to address social anxiety and phobias (Öst, 1996).

Personal growth and self-development (Extract 21)

Extract 21

Apakah ada hal lain yang ingin Anda bagikan tentang pengalaman Anda dengan pembelajaran kolaboratif dan dampaknya terhadap kepercayaan diri berbicara Anda?

Is there anything else you would like to share about your experience with collaborative learning and its impact on your speaking confidence?

Saya merasa bahwa pembelajaran kolaboratif telah memberikan saya banyak manfaat dalam hal kepercayaan diri dan keterampilan berbicara. Saya berharap lebih banyak siswa bisa mendapatkan pengalaman yang sama karena ini benar-benar membantu dalam pengembangan diri.

I feel that collaborative learning has benefited me a lot in terms of confidence and speaking skills. I wish more students could have the same experience as it really helps in self-development.

From the extract above, the statement highlights the significant positive impact of collaborative learning on individual development, particularly in terms of confidence and speaking skills. Research supports the notion that collaborative learning environments provide valuable opportunities for students to engage actively in the learning process, enhancing their confidence and communication abilities.

DISCUSSIONS

Students' Self-Efficacy

Self-efficacy is a person's belief in their ability to complete a task or achieve a goal. It encompasses a person's confidence in themselves to control their behavior, exert an influence over their environment, and stay motivated in the pursuit of their goal (Bandura, 1986; Pajares, 1996; Schunk, 1991). People can have self-efficacy in different situations and domains, such as school, work, relationships, and other important areas (Zimmerman, 2000; Bandura, 1997; Schunk, 1989). Therefore, identifying the factors influencing students' academic success has long been a critical concern for researchers and educational psychologists, and also one of the challenges faced by medical schools (Pajares, 1996; Schunk, 1991; Usher & Pajares, 2008).

Factors within collaborative learning environments contributing to or hindering the enhancement of speaking self-efficacy

Contributing Factors

The results of this study specifically regarding factors within collaborative learning environments contributing to or hindering the enhancement of speaking self-efficacy at MA Yapit Taretta are based on several indicators expected to be comprehensively understood by students in the classroom. Collaborative learning environments play a significant role in enhancing speaking self-efficacy through peer feedback and social interactions.

Additionally, Johnson and Johnson (1999) emphasize the importance of cooperative learning in promoting higher achievement and increased motivation among students. Bandura (1997) further supports this by noting that social modeling and positive feedback from peers can enhance self-efficacy and boost confidence in speaking.

Hindering Factors

The influence of knowledge and topic difficulty on student confidence and participation in collaborative learning environments is significant. When students encounter topics, they find difficult or about which they have limited knowledge, their confidence tends to decrease, leading to reduced participation. Vygotsky's (1978) concept of the zone of proximal development (ZPD) explains that students learn best when tasks are within their ZPD, which requires assistance but is not beyond their reach. Similarly, Bandura's (1997) theory of self-efficacy suggests that students' beliefs in their abilities influence their engagement and performance.

When faced with difficult topics, students' fear of making mistakes or exposing their lack of knowledge can lead to increased anxiety and reluctance to engage verbally, opting instead to listen and learn from others. Krashen's (1982) affective filter hypothesis posits that anxiety and fear can impede language acquisition and participation. Horwitz, Horwitz, and Cope (1986) also discuss how communication apprehension and fear of negative evaluation can hinder language learners' willingness to speak.

Benefits do students attribute to collaborative learning in terms of their speaking self-efficacy

The effectiveness of collaborative learning activities in improving student confidence in speaking is significant. Engaging in collaborative learning provides students with frequent opportunities to practice speaking in a supportive group setting, which enhances their comfort and self-assurance. Swain (1985) argues that interaction and meaningful communication in collaborative settings are crucial for language development. Long (1996) supports this by emphasizing the importance of interaction in second language acquisition. The comprehensive development of speaking skills through active engagement in collaborative learning environments is evident. Such activities enhance fluency, quick thinking, and comfort in public speaking by providing regular practice and interactive opportunities. According to Kagan (1994), cooperative learning structures are effective in promoting language development and communication skills. Nation and Newton (2009) discuss the benefits of frequent, meaningful practice in improving speaking skills.

CONCLUSIONS

Based on the results of the research and discussion described in the previous chapter, the researcher draws several conclusions that answer some of the research questions presented below:

- a. Self-efficacy is based on the social cognitive theory of Albert Bandura, who proposed that people learn from their own experiences, observations, and feedback. Self-efficacy affects how people set goals, cope with challenges, and persist in the face of obstacles. Students bring a wide variety of past experiences with them when they enter your classroom. Some of those experiences have been positive, others have not.
- b. The comprehensive development of speaking skills through active engagement in collaborative learning environments. Such activities enhance fluency, quick thinking, and comfort in public speaking by providing regular practice and interactive opportunities. Collaborative learning environments offer a conducive setting for learners to enhance their speaking skills through repeated practice and constructive feedback, ultimately fostering greater confidence and proficiency. The statement underscores the psychological and

educational benefits of collaborative learning environments in enhancing student confidence and reducing anxiety.

- c. Collaborative learning settings, where students engage in group activities, provide a supportive framework that distributes the cognitive and emotional load among group members. The effectiveness of collaborative learning activities in improving student confidence in speaking. Engaging in collaborative learning provides students with frequent opportunities to practice speaking in a supportive group setting, which enhances their comfort and self-assurance. When students receive encouragement and positive reinforcement from their peers, it can significantly boost their self-efficacy and reduce hesitation to share ideas. These findings collectively illustrate how peer support and positive reinforcement can enhance student confidence and participation in collaborative learning settings.

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