



International Seminar on Language, Education, and Culture

Universitas Negeri Malang, Indonesia

1–2 September 2018

ISSN 2518-668X



International Seminar on Language, Education, and Culture (ISoLEC)

[KnE Social Sciences](#) / International Seminar on Language, Education, and Culture (ISoLEC)

The International Seminar on Language, Education, and Culture (ISoLEC) is held annually and sponsored by the Faculty of Letters, Universitas Negeri Malang, Indonesia. This seminar was initiated by four of five departments—English, Arabic, German, and Art Design—existing in the Faculty of Letters. It aims at improving the number of publication by lecturers and researchers, from within the Universitas Negeri Malang or without, domestic and abroad alike. The seminar was first launched in 2017, and will periodically be held on an annual basis in years to come. The seminar invites papers resulted from studies conducted in the field of language, education, and culture in the broadest sense in order to assemble all of those who share the same academic interest and to disseminate the most recent research findings applicable to the learning process in the university; it is able to affect social transformation and policy change with regard to the fields concerned. The specific theme addressed in each seminar is determined based on the need and recent development relevant to the issues of language, education, and culture. Prominent international scholars and researchers are invited to give keynote speeches that further sparks studies in the related fields. Papers submitted to the seminar are peer-reviewed by a number of international reputable scholars and researchers to guarantee not only the quality but also the recentness of topics being discussed as to catch up with the latest academic development related to language, education, and culture. In the end, the seminar hopes that all works collected and published will serve as one of the references that scholars and researchers can use to conduct their future research so that they are able to offer both theoretical and practical contribution to the more respected academic discourse, social transformation, and policy change in terms of language, education, and culture not only in Indonesia but also internationally.

Conference date: 1–2 September 2018

Location: Universitas Negeri Malang, Indonesia

Editors:

Chief Editor: Utami Widiati, Universitas Negeri Malang, Indonesia

Board of Reviewers: Achmad Tohe, Universitas Negeri Malang, Indonesia; Yazid Basthomi, Universitas Negeri Malang, Indonesia; Badrul Bin Isa, Universiti Teknologi Mara, Malaysia; Aly Abdoelmoneim Abdelwanis, Asian Parliamentary Assembly, Cambodia; Sany Muhtar, Yala Rajbhat University, Thailand

Board of Editors: Johannes A. Prayoga, Universitas Negeri Malang, Indonesia; Francisca Maria Ivones, Universitas Negeri Malang, Indonesia; Maria Hidayati, Universitas Negeri Malang, Indonesia; Mohammad Ahsanuddin, Universitas Negeri Malang, Indonesia; Anik Nunuk Wulyani, Universitas Negeri Malang, Indonesia; Herri Akhmad Bukhori, Universitas Negeri Malang, Indonesia; Rosyidah, Universitas Negeri Malang, Indonesia; Suharyadi, Universitas Negeri Malang, Indonesia; Andreas Betsche, Robert Bosch Foundation, Germany; Kevin Sebastian, Bielefeld University, Germany

Organizer: Fakultas Sastra, Universitas Negeri Malang

Sponsor: Fakultas Sastra, Universitas Negeri Malang

Published: 17 March 2019

ISSN: 2518-668X

Indexing: ISoLEC Conference Proceedings are indexed in [Web of Science](#) (by Clarivate Analytics, formerly Thomson Reuters and ISI).

Conference Proceedings Citation Index



WEB OF SCIENCE™

Exploiting Third Language Production Corpora for Pedagogical Purposes

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 1–19 • [E Laily Zen, A Nurisnaini](#)

[81 DOWNLOADS](#)

[Download fulltext](#)

[Back to top](#)

[Issue Details](#)

Diminutive Forming Suffixes in Instructional German Books

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 20–29 • H Akhmad Bukhori

73 DOWNLOADS[Download fulltext](#)**The Relationship of Possessor and Possessed in German**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 30–36 • E Hidayat

223 DOWNLOADS[Download fulltext](#)**Caption in Mandarin: Necessity or Existence?**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 37–43 • A Ventivani

67 DOWNLOADS[Download fulltext](#)**Social-Semiotic Analysis of Chupa Chups Printed Advertisement**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 44–54 • K T Sutrisna Agustia

1694 DOWNLOADS[Download fulltext](#)**Linguistic Study of Stance-Taking in Online Media**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 55–61 • I M Sholikhah

184 DOWNLOADS[Download fulltext](#)**Application of Visual Thinking Technique to Improve Students' Critical Thinking Skills**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 62–70 • Halimatussa'diah ., A Mustadi

103 DOWNLOADS[Download fulltext](#)[Back to top](#)[Issue Details](#)

Students' Talk on Presentation: The Combination of Indonesian Affixation and English Word

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 71–76 • [A Karimah](#)[145 DOWNLOADS](#)[Download fulltext](#)**Project-based Learning in Chinese Classroom: A Way to Stimulate Students**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 77–84 • [A Putri Iriani](#), [S F Fitri Abidin](#), [S R Safitri](#)[144 DOWNLOADS](#)[Download fulltext](#)**Using Sensory Detail Chart in Collaborative Experiential Learning to Increase Quality of Students' Descriptive Writing**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 85–101 • [T Marpaung](#), [E S N Hambandima](#)[127 DOWNLOADS](#)[Download fulltext](#)**Choose a Corner Strategy and 21st Century Skills in Argumentative Writing**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 102–112 • [N L Putu Dian Sawitri](#)[218 DOWNLOADS](#)[Download fulltext](#)**GI Assisted Go: An Innovative Learning Model to Improve Students Creative Thinking Ability**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 113–123 • [E Irawati](#), [C Ismanati](#)[73 DOWNLOADS](#)[Download fulltext](#)**NHT Assisted LKS Based Visual Thinking: Emerging Critical Thinking Ability for Prospective Teacher**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 124–134 • [W Jannah](#), [C Ismanati](#)[87 DOWNLOADS](#)[Download fulltext](#)[Back to top](#)[Issue Details](#)

Ellipsis As Aesthetic Formal Marker of the Short Story Das Brot

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 135–146 • Rosyidah .

[134 DOWNLOADS](#)[Download fulltext](#)**Communication Difficulties Faced By Undergraduate Libyan Students**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 147–154 • K Jahbel

[340 DOWNLOADS](#)[Download fulltext](#)**Promoting Higher Order Thinking Skills in Storytelling for Teaching English to Young Adolescents in 21st Century**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 155–164 • S Setyarini, MA Ling

[721 DOWNLOADS](#)[Download fulltext](#)**Integrating the 6Cs of the 21st Century Education into the English Lesson and the School Literacy Movement in Secondary Schools**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 165–171 • M Anugerahwati

[3659 DOWNLOADS](#)[Download fulltext](#)**Improving the Ability to Extract Novel Text with Information Transfer Strategies and Project-based Learning Models**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 172–177 • Y Nur Rohman

[59 DOWNLOADS](#)[Download fulltext](#)**Teacher Training Scaffolding Type to Improve Teacher's Ability in Development of Guided Inquiry Practical Worksheet**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 178–188 • A Rosid, Y Sunarya, M Arifin

[107 DOWNLOADS](#)[Back to top](#)[Issue Details](#)

[Download fulltext](#)**Teaching Skills Development Using Lesson Study-based Instruction in Writing Classes**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 189–202 • [D A Ari Wiryadi Joni](#)

62 DOWNLOADS

[Download fulltext](#)**Professional Development of a Teacher in the ICT Era**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 203–211 • [A Kusumaningrum, Suharno ., Triyanto .](#)

79 DOWNLOADS

[Download fulltext](#)**Coping the Academic Stress: The Way the Students Dealing with Stress**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 212–223 • [Q Aina, P Hermilia Wijayati](#)

621 DOWNLOADS

[Download fulltext](#)**To What Extent Might Identity Theories Help Understand the Learning Process of EFL Students at Muhammadiyah University of Surakarta, Indonesia?**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 224–239 • [Susiaty ., H Umami Kaltsum](#)

50 DOWNLOADS

[Download fulltext](#)**Analyzing the Expression of Complementing in Harry Potter the Movie By Using Grice's Cooperative Principles: A Contextual Supplementary Material**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 240–254 • [I Rizkiyah, E Rezky Winanda](#)

288 DOWNLOADS

[Download fulltext](#)[Back to top](#)[Issue Details](#)

Incorporating Ethnopoetic in English As a Foreign Language (EFL) Classroom

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 255–262 • Khoiriyah .

[46 DOWNLOADS](#)[Download fulltext](#)**Reading Comprehension Skill By Using Cooperative Learning Type of Talking Stick**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 263–268 • L Khanifatul Fitriyah, R Winarni, T Murwaningsih

[287 DOWNLOADS](#)[Download fulltext](#)**The Application of Practice Rehearsal Pairs (PRP) Method to Develop Inquisitiveness of Learning in Students**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 269–279 • N Aprilia Utami, A Mustadi

[66 DOWNLOADS](#)[Download fulltext](#)**Themed Figurative Ceramic Artistic Creation from Local Culture Inspiration**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 280–291 • Ponimin .

[72 DOWNLOADS](#)[Download fulltext](#)**Using Indonesian Local Wisdom As Language Teaching Material to Build Students' Character in Globalization Era**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 292–298 • M Ayu Shaleha, W Purbani

[233 DOWNLOADS](#)[Download fulltext](#)**An Argumentative Essay Scale: Its Assessment Criteria to Employ**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 299–308 • A A Putri Maharani

[668 DOWNLOADS](#)[Download fulltext](#)[Back to top](#)[Issue Details](#)

Collaborative Learning in ESP Speaking Classroom: Learners' Perceptions and Experiences

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 309–319 • N Febrie Novitasari

304 DOWNLOADS[Download fulltext](#)**Empowerment of Literary Works As a Medium of Learning BIPA**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 320–327 • A Karim Wirawan

69 DOWNLOADS[Download fulltext](#)**Song Translation: A Strategy to Teach Translation for Young Learners**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 328–334 • C Apriyanti

121 DOWNLOADS[Download fulltext](#)**Designing a 21st Century Assessment in EFL Learning Context**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 335–348 • A Nurul Asri

1185 DOWNLOADS[Download fulltext](#)**Reading While Listening (RWL) in an Extensive Listening Course to Reduce Student Teachers' Foreign Language Listening Anxiety (FLLA)**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 349–362 • R Ranto Rozak, M Saleh, D A Linggar Bharati, D Sutopo

144 DOWNLOADS[Download fulltext](#)**Youtube As Innovation in Teaching Words Equivalent of Bahasa Indonesia**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 363–368 • K Wirahyuni

113 DOWNLOADS[Download fulltext](#)[Back to top](#)[Issue Details](#)

The Impacts of Edmodo on Students' Performance in ESP Classrooms

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 369–378 • [J Ngo, A Ngadiman](#)[412 DOWNLOADS](#)[Download fulltext](#)**Developing Phonics Material to Improve the Spoken English of Indonesian Tertiary Students**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 379–387 • [I Gozali](#)[107 DOWNLOADS](#)[Download fulltext](#)**A Latent Profile Analysis of Santri's Reading Attitude and Reading Motivation**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 388–399 • [B Murtafi'ah, N H Pancoro Setyo Putro](#)[88 DOWNLOADS](#)[Download fulltext](#)**Developing an Android-based Screen Lock Application for Arabic Vocabulary Enrichment of the Tenth Graders at the Madrasah Aliyah**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 400–408 • [A Tohe, M Aliyudin Al-Ayubi, A Maksum](#)[75 DOWNLOADS](#)[Download fulltext](#)**Theme-based Lesson Plan for the Volunteers of After-school Program in Rumah Belajar Kagem, Jogjakarta**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 409–418 • [E Dewi Riyanti, W Nur Annisaa, Z Rahmaniati](#)[68 DOWNLOADS](#)[Download fulltext](#)**Integrating Character Building in Learning of Literature Using Kentrung's Creation in the Digital Era**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 419–425 • [H Astari Pitaloka](#)[62 DOWNLOADS](#)[Download fulltext](#)[Back to top](#)[Issue Details](#)

Curiosity as an Effective In-stream Advertising Appeal: Visual and Textual Study of Levi's Circles Ad

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 426–434 • P Chris Susanto

[140 DOWNLOADS](#)[Download fulltext](#)**Improved Asset Design for Educational Asynchronous Games @KAR with Visual Concept of Malang City**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 435–443 • A Pramono, Pujjiyanto .

[87 DOWNLOADS](#)[Download fulltext](#)**The Domination of “Street Art Culture” in the Interior Design of Cafés in the City of Malang**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 444–449 • F Eka Rahmawati, M Anggrian

[114 DOWNLOADS](#)[Download fulltext](#)**Analysis of Musical Drama “Udin and the Magic Book”**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 450–459 • M Kuswaty, I Cahyani

[59 DOWNLOADS](#)[Download fulltext](#)**Students’ Discourse Strategies in a Classroom Debate Performance**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 460–467 • M Hidayati, N F Choiron, Y Basthomi

[98 DOWNLOADS](#)[Download fulltext](#)**Linguistic Fillers in English and Javanese: A Contrastive Analysis**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 468–476 • F Ignas Pradana

[83 DOWNLOADS](#)[Download fulltext](#)[Back to top](#)[Issue Details](#)

The Myth of Prayer Etiquette at Pebini Temple in Catur Kintamani: Structure, Meaning, and Social Function

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 477–486 • N L Putu Yuni Krisnayanthi, N M Diana Erfiani, P Chris Susanto

74 DOWNLOADS

[Download fulltext](#)**The Male Culture Tradition Babali Among Pariaman Emigrants (Reinterpretation Study on Pariaman Emigrants in Bandung City)**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 487–495 • M Alfi

123 DOWNLOADS

[Download fulltext](#)**Local Content in English Textbook of Elementary School in Surakarta (Content Analysis)**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 496–505 • H Ummi Kaltsum, Susiati .

161 DOWNLOADS

[Download fulltext](#)**Factors of the Extinction of Traditional Knowledge in Minangkabau's Rumah Gadang Carved**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 506–512 • A Riza, Mayuasti ., S Prahara

68 DOWNLOADS

[Download fulltext](#)**Gedogan Music As Estetic Tradition of Farmer People in the Village of Kemiren**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 513–523 • H Yudha Karyawanto, M Sarjoko, K D Rahmanto

48 DOWNLOADS

[Download fulltext](#)**Kauman and Laweyan Batik Etiquette of 1950-1970 Period in the Perspective of Genetic Structuralism**

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 524–531 • P Sayekti, Dharsono ., Guntur ., A Adib

71 DOWNLOADS

[Download fulltext](#)[Back to top](#)[Issue Details](#)

Teaching Material Development of Bahasa Indonesia Course as a Way to Develop the Lectures' Professional Development

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 532–539 • A Ulfah, Jumaiyah .

[72 DOWNLOADS](#)

[Download fulltext](#)

Cultural Ceremonial Reinterpretation for Balinese Christian Believers

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)

Pages 540–546 • P Chrisma Dewi, N L Christine Prawitha Sari Suyasa

[57 DOWNLOADS](#)

[Download fulltext](#)

Panji Puppet Reinterpretation of Panji Culture in Java

INTERNATIONAL SEMINAR ON LANGUAGE, EDUCATION, AND CULTURE (ISOLEC)





Pages 547–554 • R Irawanto

[82 DOWNLOADS](#)

Contact

Email publishing@knowledgee.com
Phone +971 4 4227043
Address Knowledge E
Office 4401-04
Jumeirah Bay X2 Tower
Jumeirah Lakes Towers (JLT)
P.O. Box 488239
Dubai, UAE

Follow us

 [@KnePublishing](#)
 facebook.com/KnowledgeEGlobal
 [Youtube](#)
 [KnowledgeEGlobal](#)

[Find out more about Knowledge E from our corporate page](#)



[Back to top](#)

[Issue Details](#)

Conference Paper

Collaborative Learning in ESP Speaking Classroom: Learners' Perceptions and Experiences

Nine Febrie Novitasari

University of Abdurachman Saleh Situbondo

Abstract

Collaborative learning approach has been widely used in classroom to improve the quality of learners' learning process. This present study tried to assess twelve ESP learners' perception and experiences with collaborative learning in their speaking class. The data were obtained by utilizing questionnaires and interviewing the learners. The findings revealed that most learners perceived collaborative learning positively. Collaborative learning effectively helped the learners learn in a comfortable environment. By implementing collaborative learning, the learners could work together to solve problems, to get meaningful feedbacks, and to trigger confidence which led to more opportunities to practice speaking.

Keywords: collaborative learning, group discussion, ESP learners, speaking class

Corresponding Author:

Nine Febrie Novitasari
ninefebrie@gmail.com

Received: 23 January 2019

Accepted: 26 February 2019

Published: 17 March 2019

Publishing services provided by
Knowledge E

© Nine Febrie Novitasari. This article is distributed under the terms of the [Creative Commons Attribution License](#), which permits unrestricted use and redistribution provided that the original author and source are credited.

Selection and Peer-review under the responsibility of the International Seminar on Language, Education, and Culture Conference Committee.

1. Introduction

The need for English learning increases along with the advancement of time, especially in developing countries where most of their citizens are non-English native speakers. English learning itself is divided into two: General English (GE) and English for Specific Purposes (ESP). GE usually provides only materials and exercises for learners to use English for everyday need. Different from GE, ESP teaches learners to use English in accordance with their professional need (Huthchinson & Waters, 1987).

Therefore, it is important that the learners who want to take an ESP class have prior knowledge of English. In line with that, Flowerdew and Peacock (2001) highlighted the purpose of ESP, that is to accommodate learners' specific need in particular fields or disciplines. Thus, ESP uses a different approach from GE as it focuses on some activities in a particular area of study.

Language Center of University of Abdurachman Saleh Situbondo (UNARS) holds an ESP class regularly twice a year. It is held for lecturers working at the university. A needs analysis was done before starting the course to study what the lecturers needed and



how much they knew about English. After a month of needs analysis, it was found out that most of the lecturers wanted to improve their confidence to speak in public. The lecturers thought a good public speaking skill could help them present their papers in international seminars and conferences. The lecturers hardly presented in international events due to their being reluctant to speak in English. They were not confident to speak. The needs analysis also revealed that many of the lecturers found it difficult to practice speaking alone. They emphasized the importance of speaking partners and assistances when practicing.

As an answer for the problems found in the needs analysis, an ESP course was held for the lecturers to give them ample time and chances to practice speaking. The classroom activities were designed to make learners learn in a comfortable environment. The teaching approach chosen was collaborative learning since the learners, in this case the lecturers, felt more comfortable if they could have some friends to learn together. Further, collaborative learning is said to be more appropriate to be implemented to adults learners, for such technique demands individual's responsibility to contribute for group's learning outcomes.

There have been many results of research that show positive effects of implementing collaborative learning. Collaborative learning shows that it can bring advantages for learners in some aspects. One of the proofs is the research that employed collaborative learning to improve learners' English skills. A research conducted by Pattanpichet (2011) showed that collaborative learning successfully improved students' speaking achievement. Another proof of the success of collaborative learning implementation was revealed in Fakomogbon and Bolaji's experimental research (2017). They applied collaborative learning to their controlled group who gained better scores significantly after receiving treatment. The technique was implemented through think-aloud-pair problem solving in mobile learning experience. This research also revealed that collaborative learning styles were more effective for learning in a mobile learning environment compared to non-collaborative one. As an addition, collaborative learning proves that it is not only effective in improving learners' academic achievement. This was shown by Laal and Ghodsi (2011) in their research that studied in what way collaborative learning benefited the learners. The research proved that beside giving academic benefits, collaborative learning also contributed social, psychological, and assessment benefits for learners. The differences between this present study from the previous ones were the object of the research. This study was conducted to twelve adult ESP learners who studied in a conventional classroom. Another difference was this study employed many activities indicating collaborative learning process. The aims of this study also

focused on two things: learners' perceptions and experiences on collaborative learning when implemented in their speaking class, and the effects of collaborative learning implementation towards the learners'.

Concerning the success and positive perceptions given by learners towards collaborative learning in previous studies, the researcher was also interested in seeing how collaborative learning was when applied to ESP learners taking speaking class at UNARS. The research aimed at knowing how the learners experienced and perceived collaborative learning in their learning process. The research was purposely done to answer the following questions: (1) How do the learners perceive collaborative learning process when implemented to enhance their speaking skill?, (2) What effects got by the learners after implementing the technique in their speaking class? Thus, this article tries to explore the details of learners' involvement and perception towards the implementation of collaborative learning to enhance their speaking skills. This article will also set out some suggestions for language teachers, lecturers, or tutors on aspects that may affect the implementation of collaborative learning in classroom.

2. Literature Review

2.1. Collaborative learning (CL)

Collaborative learning has been applied in many English instructions and has shown positive and satisfying effects when done with a good preparation. As its name, collaborative learning facilitates the learners to learn and work in groups to solve problems or to complete a task (Laal and Ghodsi, 2011). However, they underlined that asking the learners to talk to each other while they do their own tasks cannot be said as collaborative learning. Collaborative learning means that the learners in a certain group should engage themselves in the learning process. All members in one group can reach the learning objectives if they perceive that they have similar goals. In other words, the group members are interdependent to each other (Herrmann, 2013).

Consequently, learners have to understand that their participation will contribute to their group's learning outcomes. This is the job of the teachers, lecturers, or tutors to set up the activities to be done in class so well that they can make sure each student participate actively in groups. Teachers, lecturers, or tutors should concern about the core elements of collaborative learning that signify its success implementation (Sbertoli, 2014). The first core element is called **Positive interdependence**. It occurs when all group members realize and understand that they share the same goals to reach. Each

member will support other members by encouraging and facilitating them. The second element is **Individual accountability**. This aspect is important even though the group members work together to reach the same goal. Each member's fair share is assessed and evaluated, and the results are given back to the group. If teachers, lecturers, or tutors can make sure that this element plays an important role for group's sake in every task given to the learners, there will be no group members who will feel burdened because of the "hitchhikers". There is also another element named **Promotive interaction**. This kind of interaction occurs when members of a group are willing to share learning resources. They should support, help, and encourage each other. In other words. The process of working together involves both participation and interaction among members. The success of collaborative learning is also influenced by **Social skills**. Social skills can also be said as team-working skills. These skills cover effective communication, interpersonal, and group skills. How these skills are used can be assessed in the ways each member of the group acknowledges or accepts leadership in a process, in the decision-making involving dynamic process, in the level of trust built within the group, in the efficiency level of the group's internal communication, and in the level of success in conflict management. **Group processing** is the last core element affecting collaborative learning implementation. Group processing is needed to be done to see a group's performance. Group members should discuss regularly and openly to express concern on making better progress and achievement. Thus, the members should review what should and should not be done to maximise the results.

Thus, the preparation done before the course begins should set up the five elements of collaborative learning into the design of the classroom activities. The activities need to be arranged in such a way that they are able to make learners reach the learning objectives by working cooperatively. Here, the purpose of implementing collaborative learning is therefore to make learners responsible for their own learning. Further, this can train the learners to develop their critical thinking.

2.2. Perceptions on benefits of collaborative learning

As has been mentioned previously, collaborative learning can give many benefits for learners if planned and prepared well. These benefits can be formulated from Vygotsky and Piaget's theories of collaborative learning. Piaget, in Dimitriadis & Kamberelis (2006), believed that individuals must be able to adapt to their environment. He described two processes for adaptation, an organism's ability to fit in with its environment: assimilation

and accommodation. Assimilation is the process of using or transforming the environment so that it can be placed in preexisting cognitive structures, while accommodation is the process of changing cognitive structures in order to accept something from the environment. Vygotsky, in Blake and Pope (2008) explained that social interaction plays an important role in student learning. Students learn from each other from social interaction. Briefly, collaborative learning is supported by three theories. First is Cognitive theory. This theory is related to the exchange of concepts among group members on collaborative learning so that in a group the process of science transformation on each member will occur. The second theory related to collaborative learning is Social constructivism theory. This theory shows the existence of social interactions among members that will foster individual development and enhance mutual respect for the opinions of all members of the group. Then, there is also Motivation theory that is applied in a collaborative learning structure, since it provides a conducive environment for students to learn. It also increases the courage of members to give opinions and create mutual need situations for all group members.

By implementing collaborative learning in class, it is hoped that learners can take cognitive, social, and motivational advantages. How learners see and perceive collaborative learning, hence, can be seen from these three factors: cognitive, social, and motivational benefits.

3. Method

3.1. Research instruments

This research employed questionnaires and semi-structured interview guide to obtain the data. The questionnaire used was in the form of survey. The survey which was adapted from Aguelo (2017), consisted of twelve questions on how the learners saw and perceived the process of collaborative learning as a technique used to enhance their English speaking skill. The results of questionnaires were measured by using Likert Scale, ranging from 1 (strongly disagree) to 4 (strongly agree). Meanwhile, the interview guide consisted of questions dealing with students' opinion about the benefits they got when learning collaboratively to enhance their speaking skill. The researcher used semi-structured interview to obtain the data. The interview guide consisted of four questions. The questionnaires were delivered to twelve ESP learners taking speaking class held by Language Centre of UNARS. The interview was conducted with seven out of twelve learners due to some personal issues.

3.2. Data collection

The data were collected after the learners attended four meetings. Collaborative speaking activities that were used in this research were group discussions to get an understanding on a certain issue, shared-tasks like matching and sorting, group games (guessing game, bingo, and whispering game), role play (including similar task such as simulation, puppet show, and screen adaptation show), making a small project, and debate.

An example of the procedures of collaborative speaking activity was group performance. The class was divided into some groups. One group consisted of two or three students. Each group was asked to watch a short video. While watching the video, every learner in each group had to note down anything that came to their mind. After watching the video, each group was asked to formulate the problems based on the video they watched. Each member of the group had to give one problem. Then, each group was assigned to discuss and to come up with the solutions for every problem given. After the discussion ended, each group had to share the results of the discussion. Each member of the group had to be given the same chance to speak.

At the end of the fourth meeting, the learners were given questionnaires to fill in. This stage was done in one day. The interview was conducted in four days. The researcher had to visit the interviewees who worked in different buildings at campus to obtain the data on learners's perception on what benefits they got from collaborative learning implementation. Each interviewee had seven minutes, more or less, to answer the questions given.

3.3. Data analysis

The data obtained from the questionnaires were analysed quantitatively. The responses given were in the form of scale, ranging from 1 to 4 with different criteria. 1 means strongly disagree, 2 means disagree, 3 means agree, and 4 means strongly agree. Answers "strongly disagree" and "disagree" were classified into "disagree", while answers "strongly agree" and "agree" were classified as "agree". Therefore, all the items were then interpreted either 'agree' or 'disagree' based on the majority of the responses given. Then, these remarks (agree or disagree) were displayed in the form of percentage.

The questions consisted in the questionnaires were divided into three categories:

1. General benefits of using collaborative learning in learning English (Items 1- 6)
2. Specific benefits in speaking (Items 7- 10)

3. Negative aspects of collaborative learning (Items 11-12)

Meanwhile, the data from the interview were analysed qualitatively. The questions covered the learners' perceptions on the benefits they got when experiencing collaborative speaking activities. The responses given by the interviewees were then analysed and interpreted qualitatively. The responses given by the interviewees were then classified into three: cognitive benefits, social benefits, and motivational benefits.

4. Results

Based on the results of questionnaires and interview, it was revealed that the implementation of collaborative learning was perceived positively by the learners. The activities carried out during the class gave the learners many opportunities to practice speaking which then led to their speaking skill improvement. Their learning experiences during the implementation of collaborative learning also help them find out their learning styles and patterns. These include how to solve problems in groups, how to get along and communicate with other group members, and how to reach the group goals by working together. Hence, knowing their own learning styles and patterns help the learners develop and improve their speaking skills. Here we can conclude that collaborative learning brings many advantages for the learners, which covers cognitive, social, and motivation benefits. The followings are the detailed results of the questionnaires and the interview.

4.1. Results of questionnaire

Figure 1 displays the results of the questionnaires delivered to the learners. The questionnaires were filled in by twelve respondents.

Below are the aspects measured by questionnaires:

1. This approach helps me learn English easily.
2. This approach makes learning English more interesting.
3. It enhances my communication skills.
4. This approach helps me gain more knowledge through working in a team.
5. I become more participative in English class through this approach.
6. This approach makes me understand the working process.

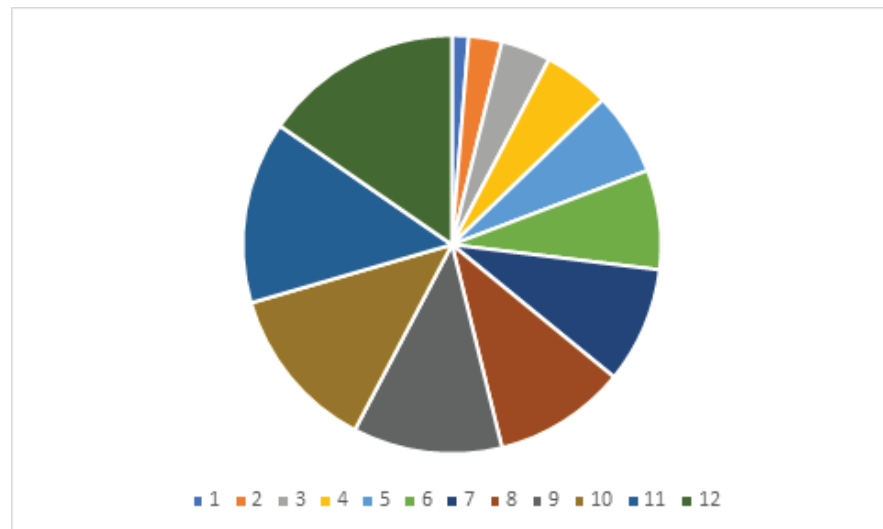


Figure 1: The Results of Questionnaires.

7. This approach helps me become more confident in doing speaking activities by participating in sharing information, making decisions, and solving problems.
8. Collaborative learning can improve my speaking skills through working in a team.
9. Collaborative learning helps me get better confidence to speak.
10. This approach helps me grasp more ideas to speak about.
11. It is a waste of time explaining things to my groupmates.
12. It is difficult to actively involve my group members in group activities.

4.2. Results of interview

The interview was conducted with seven lecturers as interviewee samples. The interview focused on their perception whether the implementation of collaborative learning benefited them to help improve their speaking skill. Almost all of the interviewees showed positive attitude and perceptions towards collaborative learning. They considered it effective in triggering their learning motivation because of the help from their group members. Cognitively, they were benefited because during the group activities, they shared knowledges and learning resources. The faster achievers helped and assisted the slower ones in finding certain English terms, reexplaining the instructions, and developing ideas. It was effective in making some slow achievers catch up with the faster ones. Thus, the learners were happy because working in groups made them learn speaking comfortably. Some of them did admit that at first they were worried that they could not rely on their friends. They also felt that they would feel unconfident working together

in group, thinking that their friends might be smarter and superior than they were. Few students experienced some difficulties adjusting to their group members at the first meeting because of different ages and academic statuses. However, as time went by, they could blend and get along very well when given tasks. Briefly, they were benefited socially when doing speaking collaborative activities in class. Then, the learners also felt that they motivationally benefited from working collaboratively. This happened because the learners never bullied others for not being able to do a certain task. When stuck, they gave longer times for the slower achievers to finish their parts and encouraged each others to keep motivated. This comforting learning atmosphere made the learners comfortable, confident, and motivated to learn speaking.

Nonetheless, the implementation of collaborative speaking activities was not without any drawbacks. Few learners thought it was a little inconvenient to work in the same group with their supervisors at office. They thought they would not be able to say things and to share ideas freely. They were afraid if they “lost control” in behaving, it would affect their relationship at office. Another major problem that occurred during the implementation of collaborative speaking technique was how to reach consensus in group. This happened because of several causes:

1. Different interpretations from the students about the instructions.
2. Different background knowledge each individual had.
3. Different method individuals had to complete a given task.

Yet these minor drawbacks did not influence the group’s learning outcomes significantly. Despite the differences of the group members, all group members were always be able to finish the tasks on time.

Briefly, it was evident that collaborative learning brought positive effects for the learners. They worked together to solve problems, to get meaningful feedbacks, and to trigger confidence which led to more opportunities to practice speaking. As a result, the existence of their cooperative friends and assistance from the tutor levelled up their confidence to speak.

5. Conclusions and Suggestions

5.1. Conclusions

From this research, some conclusion can be drawn. First, the learners felt much helped by the characteristics of collaborative learning which required a group members to work

and learn cooperatively. Learners also had positive perception towards collaborative learning because it effectively helped them learn in a comfortable situation. The comfortable situation created during collaborative learning activities made the students felt confidence so they had many opportunities to practice speaking. Their experiences during learning collaboratively with their friends made them enjoy learning English in general. Besides learners could get some benefits from collaborative learning, not only in terms of cognitive benefits, but also social and motivational benefits. Briefly, the learners positively perceived the implementation of speaking collaborative activities effective in helping them learn English.

5.2. Suggestions

Since the implementation of collaborative learning represents the shift from teacher-centered to student-centered environment, it is essential that teachers, lecturers, or trainers have good skills in organizing, facilitating, and supervising the group work. Concerning the role, it is better that the teachers, lecturers, or trainers have some practices beforehand. As an addition, considering the benefits collaborative learning technique can give for the learners, institution should encourage its teachers, lecturers, or trainers to implement collaborative learning in their classes because of the positive effects it brings.

References

- [1] Aguelo, R.F. 2017. *Enhancing Students' Language Competencies through Collaborative Learning*. in Online Proceedings of the International Conference: DRAL 3/19 ESEA 2017
- [2] Blake, B. and Pope, T. 2008. *Developmental Psychology: Incorporating Piaget's and Vygotsky's Theories in Classrooms*. in Journal of Cross-Disciplinary Perspectives in Education Vol. 1, No. 1, Pp 59 - 67
- [3] Dimitriadis, G. and Kamberelis, G. 2006. *Theory for Education*. Routledge: London
- [4] Fakomogbon, M.A., and Bolaji, H.O. 2017. *Effects of Collaborative Learning Styles on Performance of Students in a Ubiquitous Collaborative Mobile Learning Environment*. in Contemporary Educational technology Journal. Vol 8(3), Pp. 268-279
- [5] Flowerdew, J., and Peacock, M. (Eds.). 2001. *Research Perspectives on English for Academic Purposes*. Cambridge: Cambridge University Press.

- [6] Hermann, K.J. 2013. *The impact of Cooperative Learning on Student Engagement: Results from an Intervention*. in SAGE Journals Vol. 14 issue: 3, Pp. 175-187
- [7] Hutchinson, T., and Waters, A. 1987. *English for Specific Purposes. A Learning-centered Approach*. Cambridge: Cambridge University Press
- [8] Laal, M., and Ghodsi, S.M. 2011. *Benefits of Collaborative Learning*. in Procedia - Social and Behavioral Sciences Journal. Vol 31, Pp.486-490
- [9] Pattanpichet, F. 2011. *The Effects of Using Collaborative Learning to Enhance Students English Speaking Achievement*. in Journal of College Teaching and Learning. Vol 8(11):1-10 .
- [10] Sbertoli, G. 2014. *Collaborative Learning in Tertiary Studies*. Online. Retrieved from <https://impact.cjv.muni.cz/collaborative-teaching-and-learning/method-collaborative-learning.html> on June 20th, 2018



Certificate of Appreciation
awarded to

Nine Febrie N

for attending ISoLEC 2018
(International Seminar on Language, Education, and Culture 2018)
organized by Faculty of Letters, Universitas Negeri Malang

on September 1 – 2, 2018
as

Presenter



Professor Utami Widiati
Dean, Faculty of Letters
Universitas Negeri Malang



Achmad Tohe, Ph.D.
Chairperson,
ISoLEC 2018