

THE TENTH GRADERS' PERCEPTIONS ABOUT COLLABORATIVE LEARNING TO IMPROVE ENGLISH SPEAKING SKILLS

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Abstract

Collaborative learning is a method where students learn by working together to achieve a task or goal. The implementation of this method can be maximized by using games. This study aims to find out how collaborative learning with games influenced English speaking skills of the tenth-grader students, and what challenges were faced in doing collaborative learning games. The study was completed using a qualitative descriptive design and was conducted with 20 tenth-grade students at a private senior high school in Salatiga, Indonesia. To explore the students' views on the use of the collaborative learning with games, all 20 students were asked to fill in a questionnaire and four selected students then completed a semi-structured interview. The data were then analyzed by thematic analysis. The findings revealed a positive result from the students on the use of collaborative learning activities. The study also provides some pedagogical implications and suggestions for further investigations

Keywords: Collaborative learning, perceptions, speaking skills, senior high school

Introduction

Teachers all across Indonesia use a variety of teaching methods to teach English effectively, both in junior and senior high school. While teaching has existed for hundreds of years, teaching techniques can still often be refined in areas, and so many teachers are keen to change their methods and approaches for maximum effectiveness. One teaching method employed by many teachers is "collaborative learning". This method puts students into groups and then directs them to collaborate on a task. This approach evidently shows a better understanding of the idea they wish to convey, such that they can communicate it more effectively. Collaborative learning has also been shown to improve students' oral communication skills (Laal & Ghodsi, 2012).

One approach to implement collaborative learning is by the use of "collaborative games". This is the use of games as part of a collaborative learning activity. While games are sometimes simply used as an ice-breaker or to get the students engaged, when games are used for collaborative learning, they incorporate "specified learning goals, outcomes and experiences" (Dewi, Kultsum & Armadi, 2016). Also, games can be used to create a fun learning environment.

Meyer (2007) as cited in Petrovic (2014) claimed that, “Games can be as learning tool in the language classroom and considered as ‘fun factor’ for the students to engage in a communicative way” (p.6). Moreover, the benefit of using collaborative learning in the classroom is that it involves students by more actively engaging them in classroom activities (Laal & Ghodsi, 2011).

Besides the benefits mentioned above, the students are also forced into communicating with others when playing games. The need of communication during games can improve students’ speaking skills and encourage them to talk as well as practice their communication skills. With collaborative learning methods applied in the classroom, students will achieve greater academic success (Seng, 2006 as cited in Ibrahim, et al., 2015).

In spite of the benefits that can be taken from collaborative learning, there are also challenges that arise during the implementation. Firstly, all learners have different styles of learning. There are students who like to work in groups, but there are also those who do not. Secondly, students who do not like working in groups will participate less because of their lack of confidence. In order to suit the students’ characteristics, while they are still in the transitional phase from junior to senior high school (and like to play), teachers need to be aware of the different kinds of approaches for activities in the classroom.

Seeing the importance of games as a way to sharpen students’ soft skills, it is somewhat surprising that the use of collaborative games to teach high school students in EFL contexts have not really been explored in many studies especially in Indonesia. That is why I decided to conduct a research on this matter. This is the underlying reason why I want to conduct this study: to see how collaborative learning can improve tenth graders English speaking skills. Hopefully, the results of this study, about students’ perception in the tenth grade, can help English teachers in the future to implement and maximize the use and effectiveness of collaborative learning in the classroom to improve students speaking skills.

Literature Review

This literature review presents some underlying principles and theoretical backgrounds about the importance of collaborative learning to improve senior high school students’ speaking skills. The explanation will start with the definition of speaking competence, the descriptions of high school students’ characteristics, the definition of collaborative learning and its benefits, and how games can be used as an implementation of a collaborative learning.

Speaking Competence

Speaking is one of the four macro English skills that students need to master. It is a way for students to express thoughts, ideas and feelings in the form of spoken language. There are several definitions by experts about speaking in language learning. For example: “Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information” Burns & Joyce, (1997) as cited in Torkey (2006, p. 34). This means that when someone speaks, the information produced needs to be meaningful so that the listener can understand the message from the speaker. Also, Spratt, Pulverness, and Williams (2011) reports that:

Speaking involves a lot more than just using grammar and vocabulary accurately in speech. When we speak we constantly have in mind the person we are speaking to and our wish to communicate our meaning successfully to them. We use interactive strategies to help us achieve this. These include using body language such as gestures, eye contact, facial expression and movement to put our message across more strongly and clearly, and functions such as clarifying our meaning (...), asking for opinions (...), agreeing (...) to keep the interaction (communication) going and check that is successful. (pp. 48-49)

From what is cited above, students' development in their speaking skills is an important goal in the teaching and learning process for successful communication. This is in line with Rohmah (2012) who stated, "By mastering this skill, learners can actively get involved in the run of conversation as well as reciprocating the information with others" (p. 15).

However, some learners might struggle to develop English speaking skills due to a variety of reasons. One of the reasons is due to anxiety, which can take forms such as: being afraid to make mistakes (to pronounce words), lack of confidence, and lack of the opportunities to practice. Moreover, to effectively improve students' speaking skills, teaching should be supported with games, role play, etc. Evidence shows that speaking can be improved by incorporating activities into group work (Oradee, 2012 as cited in Abbaspour, 2016). Taking into account the necessity of developing proficiency in speaking, teachers need to find the most effective strategies and methods to use in the classroom.

Senior High School Students' Characteristics

When learning, every student has their own characteristics. It is important for the teachers to identify and understand these differences in order to cater to the diverse learning needs of the students. By knowing their characteristics, teachers and also students, can know the most effective strategies to improve their learning. This is why, according to Spratt (2005) as cited in Pratiwi (2012):

There are several characteristics of senior high school students: able to keep still for longer periods, able concentrate for longer periods, learn in more abstract ways, usually able to control and plan their own behavior, not so willing to make mistakes or take risks, aware of themselves and/or their actions, paying attention to form and meaning in language, and have experience of life. (p.17)

Also, in relation to tenth-graders, Peters's (2015) research suggested that, because the characteristics of adolescent learners are that they are still looking for their identity and want to be responsible for their own learning, it is best to teach them with games and game-like activities. With the help of this method, students can easily develop and enlarge their creativity. Therefore, after identifying senior high school students' characteristics, teaching speaking should create a classroom environment where students have real-life communication with a comfortable, less anxious and more relaxed classroom situation.

The Definition of Collaborative Learning

Collaborative learning defined as an educational approach in teaching and learning where the learners work together in a group in order to complete a task, solve a problem, or create a product (Laal & Ghodsi, 2011). It is also similar to Gerlach (1994), as cited in Bishnoi (2017), who points out that collaborative learning is based on the participants' interaction through their conversations when the learning occurs. Problems, questions, or the challenge to create something all drive the group activity, and everyone is participating. The method such as cooperative learning, group learning, peer learning, learning community and constructive learning is often used interchangeably with collaborative learning (Campbell & Li, 2006, p.79).

The Benefits of Collaborative Learning

Collaborative learning is a kind of method that has a positive impact on students. It is a powerful tool in learning and has the potential to be used in ways that can make a great impact to classroom language learning. According to Overtom (2001), collaborative learning has benefits in enhancing the students' employability skills because it supports active learning and self-discovery. Hedge (2000) adds that when students of different performance levels work together in one group, they will be responsible for their peers' learning process instead of merely accountable for their own. In collaborative learning, the ideas and information shared by the students are a valuable learning source for every student in class. The interactions among the participants in a group, such as feedback or revisions, are a means of identifying strengths and weakness to improve performance and even to develop speaking skills.

Many researchers have conducted studies on how collaborative learning provides benefits - especially in teaching speaking. One study by Pattanpichet (2011) found that working in groups can grow familiarity and friendships among students. When collaborative learning is used in large classroom such as arranging students into group work, it helps to create a "knowledge-sharing atmosphere". With the help of collaborative learning, students also learn to work in a team, and this can help in developing their social skills for the work environment in the future.

Review of Previous Studies

There are some previous studies that also discuss how collaborative learning can improve students' speaking skills. This study, conducted by Amrullah (2015), is about "developing language games to teach speaking skill" at one of the senior high schools in Gresik, Indonesia. The study aims to develop language games to teach speaking for the students joining an English study club as an extra-curricular program. Amrullah (2015) found that the students had positive responses towards the English instructional games to teach speaking. Most of the students who were interested in playing games enjoyed the activities, learnt from each other and wanted to play the games again. Unfortunately, the previous study just focused on the extra-curricular program. Another researcher, de Freitas (2006), tried to find out how games and simulations were useful tools for students and teachers. In her discussion, she highlighted certain issues such as strengths of games to motivate learners and their efficacy as learning tools. Her study demonstrated that

games and simulations were good tools for supporting: differentiated learner groups, learners with skill needs, and informal learners seeking to learn from experiences. In addition, she found that these tools can support collaborative learning skills, as well as learning and teaching practices. However, no studies have been found to have studied in a tenth-grade level especially using collaborative learning games to improve speaking skills.

Collaborative Learning through Games

Games can be one form of collaborative activities. Hadfield (1999) as cited in Amrullah (2015) defined “games” as “activities with rules, a goal, and an element of fun.” He added that “there are basically two kinds of games; competitive and cooperative” (p.16). In my teaching practicum the type of teaching games used were cooperative. Cooperative games are well suited to teaching, since they already include the group element, and only require the integration of “learning”. Competitive games are not well suited for collaborative learning as it can create a hostile and negative atmosphere.

Collard (2015) as cited in Amrullah (2015) divided classified group games into some categories. They are as follows: The first one is *Ice-Breakers*. These activities, including many innovative name games, are guaranteed ‘to break the ice’ and generate lots of laughter. The second is *Team-Building* that refers to an activity which invites the group to ‘stretch’ outside their comfort zones a little, with a view to developing critical interpersonal skills such as trust and healthy interaction, ideally sequenced alongside team-building activities to strengthen relationships. The third is *Puzzles*, these games are specifically designed to invite students to think creatively and work together to solve a problem. These fun activities offer many teachable moments. Those games are also like those that were conducted in my previous teaching practicum. As a matter of fact, when using games in the classroom, students not only learn but also have fun. In which case the lesson is less boring and so their learning motivation is increased.

To conclude, senior high school speaking competence must be taught in a way that is tailored to the students’ characteristics. Many new tenth graders in high school can benefit from the enjoyment and socializing opportunities that collaborative games offer. However, not all students are comfortable working in groups or interacting socially. This is why this research focuses on the perceptions of students about the challenges to effective games used in collaborative learning.

Method

Context of the Study

The study was conducted in a private senior high school in Salatiga, Central Java, Indonesia. The reason for choosing the school context was because this school was one of the schools in Salatiga that required the students to always speak English during the English class and my teaching practicum was also previously completed there. This school was using 2013 curriculum with English as a compulsory subject with time allocation 90 minutes per meeting. This school was also an example where collaborative learning is often used in the English class. During the teaching practicum, the use of games was one of the requirements to teach. Therefore, in my opinion, it was important to conduct this

study to discover student's perceptions on how collaborative learning improves students' speaking skill.

Participants

The participants of this study were students in the tenth grade in class X, MIA-2 (MIA stands for *Matematika dan Ilmu Alam*, or Math and Physical Sciences). The total number of participants for this study was twenty students. The reason for selecting these students was because their class was taught using collaborative learning - in this case, a game activity that required students to work in groups. Also, four students were purposely selected for the group interview.

Instruments of Data collection

The instruments of data collection for this study were a mix of open and close-ended questionnaires, and a semi-structured interview protocol. The questionnaire was adapted from Brown (2008) and with my own exploration of the literature. As part of questionnaire, there were 15 close-ended statements and an open-ended question in Indonesian (see appendix A) to answer the first research question. The open-ended question was:

“Does learning in group (Collaborative learning) helps you enhance your speaking skill? Please explain why.”

This open-ended question was carried out to answer the first research question. After that, in order to answer the second research question, I reviewed the answers to the questionnaire statements. Once the data had been reviewed, four students who gave the most unclear or confusing answers were chosen to be interviewed. The interview was conducted in Indonesian with 7 questions (see appendix B) to answer the second research question. Semi-structured interviews were used to allow versatility in collecting the data (Galletta, 2013). The benefit of semi-structured interviews as Galletta believes, “can be structured into segments, moving from fully open-ended questions toward more theoretically driven questions as the interview progresses” (p.24).

Data Collection Procedures

First, a classroom observation was conducted during the teaching and learning process. After the lesson ended, twenty students were given the questionnaire. Then, the participants were asked to answer the closed-ended questionnaire about their opinion of collaborative learning with games. Also, an open-ended question was asked to find out the students' interest in the use of the method. I then reviewed all of the answers, especially the open-ended questions in the questionnaire, until I found four representatives to be interviewed. The interview was conducted with a semi focus group discussion and was recorded.

Data Analysis Procedures

The data obtained from the questionnaire and interview were analyzed using thematic analysis and calculated using Ms. Excel. The themes were: positive and negative perceptions. Then, the results were presented in the form of table with percentages. The questionnaire was designed to answer the question about how collaborative learning influence speaking skill according to students' perception.

To address the second research question, data from the interview were transcribed and analyzed using thematic analysis and presented in the form of a chart. The results showed the students' challenges in doing collaborative learning with games.

Findings and Discussion

In this section the process of data analysis on the results obtained are presented. The data collected for this study were gathered through the use of a questionnaires (Completed by a group of 20 students of class X, MIA-2) and by interviewing 4 students a private senior high school in Salatiga. at. As previously mentioned, Collaborative Learning is an approach for students to work in groups to achieve positive learning outcomes. To find out students' perception on Collaborative Learning (CL) with games, this section will consist of two sub-sections. The first part of the data analysis is aimed to address the first research question, the second part is aimed to address the second research question. Both of the interpretations address two themes: 1. Positive perception, and 2. Negative perception.

Students' Perceptions towards Collaborative Learning (CL) Using Games

To find out tenth grader perceptions about CL with games, the responses to the following 15 statements were split into three categories: agree, disagree and unsure. Then, the calculated percentages of students' responses their perception on the use of games were analyzed and are demonstrated in Table 1.

Table 1. Calculated percentages of respondents who selected each statement of perception.

No	Statement	Agree	Disagree	Unsure
1.	I like working in group	95%	5%	0%
2.	I like working in groups cooperate with games	85%	10%	5%
3.	I am more excited to study in group	75%	20%	5%
4.	I don't like study with playing games	15%	85%	5%
5.	I am not confident to speak English in group	40%	55%	5%
6.	When studying in group, I am not confident to give my opinion/ideas	20%	75%	5%
7.	Greater responsibility-for myself and the group	80%	15%	5%
8.	I learn to work with students who are different from me	100%	0%	0%
9.	Group activities helps me to socialize more	90%	10%	0%
10.	Learning in group while playing games is a waste of time	15%	85%	0%

No	Statement	Agree	Disagree	Unsure
11.	Fostered learners to actively participated using English	85%	5%	10%
12.	Stimulated critical thinking	80%	10%	5%
13.	Working in group is difficult than working alone	15%	85%	0%
14.	Difficult getting members to actively participate in tasks	15%	85%	0%
15.	Enhanced communication skills	90%	5%	5%

For clarity of analysis, the responses from the questionnaire (as shown in Table 1) were then illustrated by the use of clustered bar charts in Figures 1, 2, 3 below - which showed the total number of those in agreement, disagreement and those who were unsure of each statement.

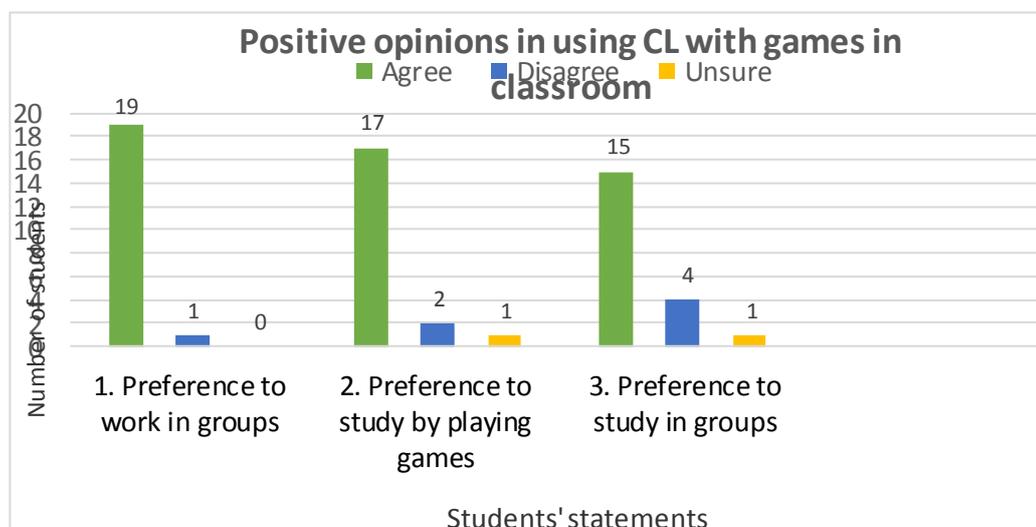


Figure 1. Students’ responses to statements with a positive view towards the use of CL with games.

The graph above illustrates statements that are associated with positive perceptions toward the use of CL with games. The first statement is one of the highest percentage scores in the questionnaire, as there were 95% (19) of students who agreed that they like working in groups. Thus, it can be interpreted that almost all of the students had a preference to work in groups.

For statement two, 85% (17) of students agreed that they like to study by playing games. However, there were 10% (2) of students who disagreed and 1 student (5%) who was not sure whether they like it or not. So, it can be said that the vast majority of respondents believed that they like working in groups and studying with playing games.

Then in the third statement, 75% (15) of students agreed that studying in group made them more excited. In this setting, students may feel more relaxed studying in a group and the learning process becomes effective. It is supported by

a study from (Yusof, et al., 2004) that concluded: if the learning process is conducted with a pleasant atmosphere, the greater outcomes will be achieved.

Meanwhile, the percentage of students who disagreed that they got excitement when studying in group was 20% (4) of students, and only (5%) or 1 student who was unsure whether they got excitement from studying in group. Thus, in other words, most of students' like to work in groups.

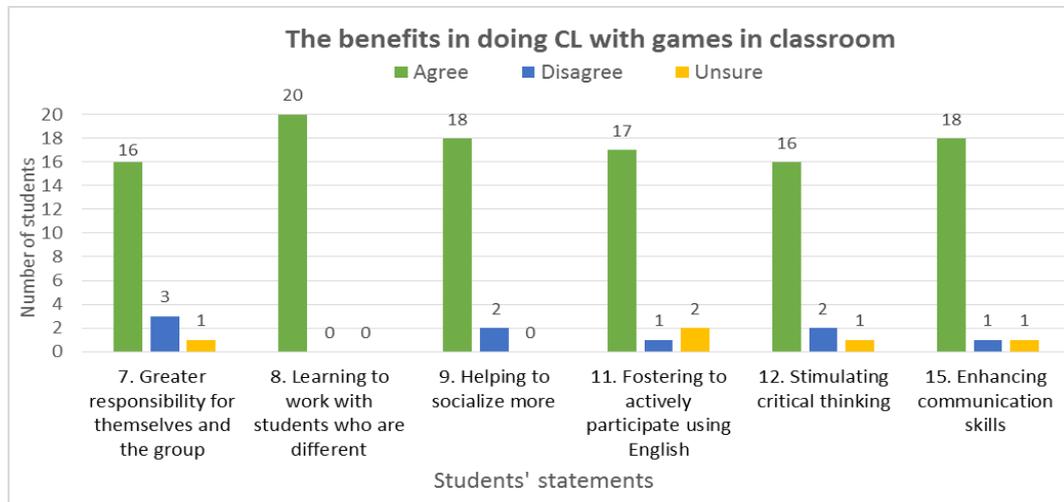


Figure 2. Students' perceptions on the benefits of doing CL with games.

Figure 2 above clearly shows the students' perceptions on the benefits of doing CL with games. In statement 7, 80% (16) of students believed that greater responsibility for themselves and the group can be one of the advantages of using CL in the context of learning. Only 15% (3) of students disagreed, and 5% (1) of students were unsure. For statement 8, which the statement students agreed with the most, they agreed that they learnt to work with students who were different with them. From this, we can see that games can lead the students to a more positive learning engagement. It is because benefits of working in group makes students 'more caring' and it has 'social competence' (Laal & Ghodsi, 2011, p. 489).

A positive result was also shown in statement 9 and 15, both had 90% (18) of students agree that CL with games helped them to socialize more and enhanced their communication skill. When students work with pair they were trying to practice their speaking and also build their interpersonal relationship among students. Yager, S., Johnson, D.W. & Johnson, R.T. (1985) as cited in Laal & Ghodsi (2011) stated that "CL develops students' oral communication skill" (p.489).

The findings from the open-ended question also support the idea that collaborative learning can improve students' speaking skills. Several students mentioned that they gained more vocabulary from their friends when playing games than they did without games. As we know from the literature review, students are not so willing to make mistakes and are less aware of their actions. It was found that, by playing games with their friends who they feel comfortable with, they could improve their pronunciation without being afraid to make mistakes. After seeing previous result, a high percentage also shown in statement

11. There were 85% (17) of students who thought that when learning using the CL method they can actively participate using English. However, 5% (1) of students disagreed and 10% (2) of students were not sure.

In the response to the benefits to critical thinking in statement 12, there were 10% (2) of students who disagreed and 80% (16) of students who agreed. Working in groups not only improved communication skill but also enable students exchange their ideas. In line with that, according to Gokhale’s (1995) previous study found that enrichment of students’ critical thinking can be made by applying collaborative learning. Therefore, based on the figure 2, it revealed that most of students agreed there were benefits from doing CL with games, as stated above.

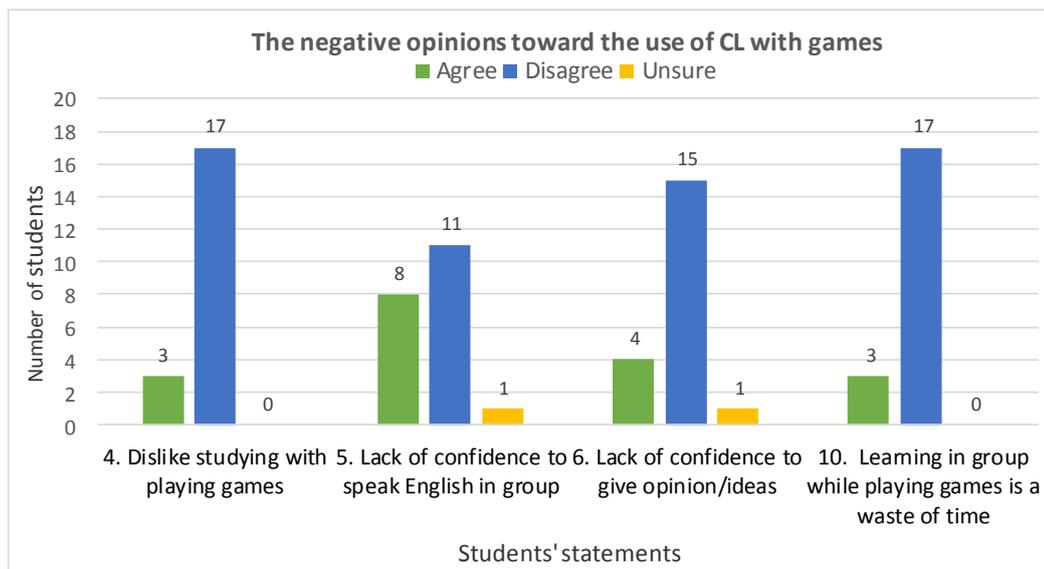


Figure 3 - Students’ negative opinions toward the use of CL.

Figure 3 clearly shows that students mostly disagreed with these statements. The highest disagreement was for both statements four and ten “dislike studying with playing games” and 10 “learning in group while playing game is a waste of time” – with 85% (17 students) of the students disagreeing. In other words, most of students in class like to study with playing games and they think that learning in group was not wasting of time.

Furthermore, for statement five about lack of confidence to speak English in group, there were 8 students who agreed and 11 who disagreed – creating a difference of only 15% between those who agreed and those who disagreed. This situation might have happened because of the students’ characteristics and the circumstances within the group. In addition, students in senior high school are more aware of their actions as it is one of their characteristics – as shown by Spratt (2005), cited in Pratiwi (2012).

For statement six about “I’m not confident to give my opinion/ideas” showed 55% percentage of disagreement, and also 20% of student’s agreement for the statement. In other words, students thought that they feel comfortable to give their opinions and ideas during the lesson when they are in groups. To conclude, most of students did not have negative opinions toward the use CL with games.

The Challenges in Doing Collaborative Learning for the Tenth Graders

Regarding the challenges the students faced from doing Collaborative Learning with games, five challenges were identified, as seen in the figure below.

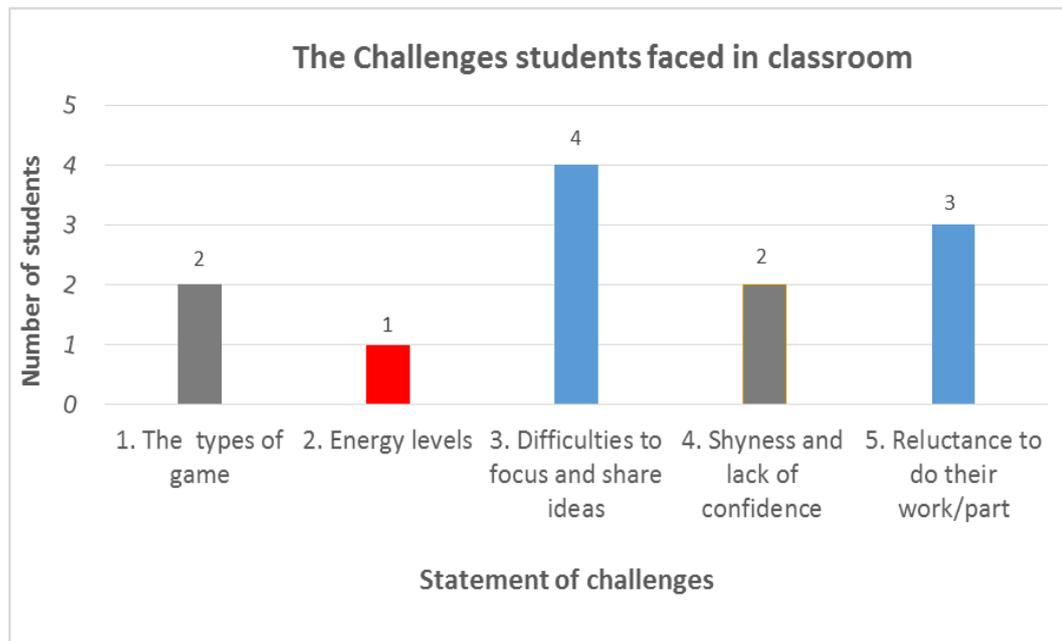


Figure 4. Students’ challenges in doing CL with games.

For the first challenge faced, three students commented about the wrong type of game. This may be because the students thought that they could not develop their pronunciation and vocabulary when the type of games did not support them to make maximal use of it.

Excerpt 1:

“It depends on the type of game, whether it needs movement (physical action) or speaking (conversation).” (Student 1/Interviewed on April 25, 2018)

Excerpt 2:

“Some of the games can only be continued if all the members have answered, if not we cannot continue playing. Also, the wrong type of game accompanied with unclear instruction can demotivate us.” (Student 2/Interviewed on April 25, 2018)

From the above statements, it is clear that the type of games that the teacher used were not only co-operative but also competitive. It shows students’ lack of opportunity to express their ideas and even to practice their speaking skills because of the use of an unsuitable game. To achieve the best learning results, the teacher’s choice is critical in finding the most suitable games for students. The type of game should suit the students’ particular age group - in this case for adolescents (Peters, 2015). The correct type of game will get students interested in the learning process and encourage them to support other students’ learning in the group.

In relation to previous challenges faced by students, teachers should also take into consideration about the time to have game in the class as well as types of games that will be conducted. The students might lose their interest because of an unsuitable of game because of the following reason.

Excerpt 3:

“Having a sport lesson before English lesson can influence our energy levels and motivation to play the game.” (Student 1/Interviewed on April 25, 2018)

Then, the next challenge – “unable to be focus and share ideas” was the other students’ challenge. Three of students that were interviewed mentioned that they could not focus or concentrate and share ideas because of the following reasons.

Excerpt 4:

“Because there is a better performing student who is faster to answer, so I do not have the chance to answer and I am unable to practice my speaking. For example, in a racing game.” (Student 1and 2/Interviewed on April 25, 2018)

Excerpt 5:

“Even though I don’t really like to work in groups, I still want to play the game, and when I want to participate I don’t have chance because of the other students being faster.” (Student 3/Interviewed on April 25, 2018)

All the above situations could hinder the chance to share ideas between students. To support, Sthal, Koschman & Suthers, 2006 claims that “learning occurs socially through interactions like negotiation and sharing of ideas” (As cited in Ibrahim, et al., 2015, p. 347). If only one student dominated the games, there will be no chance for others to give their ideas and at the end learners could not practice or even improve their speaking skill.

Excerpt 6:

“Other members in the group sometimes only focus on playing the game and misbehave. If all the members seriously practiced while enjoying the game, then I would probably remember new vocabulary. That is why I choose to work alone, so I can easily remember vocabulary.” (Student 4/Interviewed on May 18, 2018)

The next finding is about a student who was shy and not confident speaking English in a group.

Excerpt 7:

“I am a shy person that is why I like to work alone. But I found that playing games can make me active and still participate although only a little.” (Student 3/Interviewed on April 25, 2018)

This is in line with Spratt (2005), as cited in Pratiwi (2012), claims that one of students’ characteristics was that they find it hard to participate in the learning

process because the fear of making a mistake. In contrast with that, the interview results show that students still want to contribute to work in a group, even if they are not as effective as those who like working in groups. There are also students that feel shy because they were not comfortable working with not-so-close friends.

Excerpt 8:

“Sometimes I felt too shy to work with friends who are not close to me. That makes me not want to practice or answer questions.” (Student 4/Interviewed on May 18, 2018)

Not all students learn the same way. Some students may have their own characteristics as showed in above statement. Playing games in a group require students to actively communicate. According to Hedge (2000) it is hard even for less passive students to work in group because “assertiveness is much needed in face to face interaction” (As cited in Ibrahim et al., 2015, p. 347).

However, the problem also showed from students that could not want to contribute/participate with their part. The last finding revealed that some students leave the work for other members to do.

Excerpt 9:

“Sometimes other members in the group or lower performing students only depend on a well performing student.” (Student 1,2, and 3/Interviewed on April 25, 2018)

Therefore, after seeing the results of how collaborative learning with games influences students’ speaking skills and also the challenges they faced in doing collaborative learning with games, a conclusion can be drawn. When using collaborative learning, positive attitudes were seen from the students, but also several challenges were revealed in doing collaborative learning with games.

These challenges were also highlighted by Pang, Lau, Poh, Chong, Cheong, and Low (2018). They claimed that

“The core phenomenon that emerged was the need for social interactions in collaborative learning, both in classroom and online settings. Educators often take for granted that effective collaborative learning will occur naturally once students are assigned to work in groups. In examining students’ dissatisfaction when working in groups, this study highlighted the importance of surfacing these hidden assumptions for careful scrutiny” (p.1)

Pang et al (2018) study revealed that challenges like limited social interaction, social norms conformance, gender bias, ICT reliance, and authoritative distribution become the underlying reason for questioning the essence of collaborative learning.

Another piece of research was done by Le, Janssen & Wubbels (2018). In their study, 19 teachers and 23 students in different disciplines at a pre-service teacher education faculty at a university in Vietnam were interviewed. They found four common obstacles to collaboration learning. The obstacles were students’

lack of collaborative skills, free-riding, competence status, and friendship. Furthermore, their study also showed that there was one central antecedent which contributed to the obstacles. It was the strong focus of the teachers on the cognitive aspects of CL, which in turn caused teachers to neglect the collaborative aspects of CL.

While many researchers highlighted the benefits of collaborative learning, only a few paid attention to the challenges or obstacles of CL. More pieces of research are needed however to see more deeply what teachers as facilitators should do in CL.

Conclusion

This study was aimed to determine the tenth-graders of senior high school student's perceptions on the use of collaborative learning with games to improve English speaking skills. The results showed that most of the students had positive perception towards the use of collaborative learning with games. From the findings in the first research questions, it was shown that the majority of students agreed that they like working in a group. It also revealed that in general, the benefits of collaborative learning with games enable students to: 1) take greater responsibly for themselves and the group, 2) socialize more, 3) fostering to participated using English, and 4) think critically. As for the advantages of collaborative learning for students' speaking skills, collaborative games can 1) enhance their communication skills and especially, 2) enlarge vocabulary and improve pronunciation, and 3) enhance students' confidence when speaking in English. In brief, by the use of collaborative learning with games, the students can develop their speaking skills.

Although most students supported the use of collaborative learning with games, there were also students who did not agree. This was because they do not like working in groups, and they were not confident to speak English in a group. This is due to the variety of learning styles and students' characteristics - they were more individualistic, as one of the students noted in the interview. The next research question about the challenges in doing collaborative learning with games revealed that the biggest challenge the students faced was difficulty to focus and share their ideas, followed by reluctance to do their work/part. The factors that prompted this to happen was firstly that other students with high performance were faster and dominating in the game so there was not a chance for other students to participate and share ideas/opinions. In addition, it also caused the low performance students to only depend on high performance students.

Based on the findings, it is recommended that teachers should design more games with a fun communicative activity that can make students socially interact and exchange ideas. Therefore, it is hoped that in the future teachers will be more aware of the challenges associated with collaborative learning with games. The limitation of this study is that the interviews were conducted in group and not individually. Further research studies can be conducted with individual interviews with students as well as teachers. Thus, the collaborative learning method will hopefully be enhanced and used in the Senior High School level to improve students' speaking skills.

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