

Social-Psychological Issues in EFL Speaking Class based on Collaborative Learning

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Social-Psychological Issues in EFL Speaking Class based on Collaborative Learning

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Abstract

Collaborative learning (CL) is relatively a new way of teaching English to people who do not speak it as their first language (EFL). Even though CL has been studied a lot in the field of language teaching, research articles that look at CL issues in English-speaking classes from a social-psychological point of view are still hard to find. So, the goal of this study was to find out what social-psychological factors affect students' speaking skills and how they meet those skills when they work together. Five students participated in the research to conduct interviews. They were specifically chosen from among their peers because they spoke the best English. Information was acquired through an online interview conducted using the WhatsApp calling app. In addition, the ATLAS.ti application is used to evaluate the collected data. The results showed that speaking skills in EFL were affected by 25 sub-dimensions and three main dimensions: social cognition, relationships, and social behavior. Still, the person making the lesson plan for English language instruction speaking should include social psychology. This suggests a classroom experiment with planned and unplanned speaking performances for further research.

Keywords: Behavior, cognition, collaborative speaking-EFL, social-psychology

Article Error (ETS)

INTRODUCTION

The way people of certain group interact is determined by social and psychological factors. Social-psychology as the term mentioned in this writing influences people's behavior, language, and community when interacting socially. Individual thoughts, feelings, and behaviors all have an impact on the presence of others. Similarly, Strauss (2017) defined a social-psychological standpoint as a significant concern during collaborative learning activities as student behavior in and by group. In light of this, he claimed that studying cooperation represented a significant advancement in the field of social psychology. Collaboration takes time and effort and does not occur naturally. It is true that not every group's effort or cooperation yields fruitful outcomes. Before bringing up collaboration, we or the group should consider a number of demands, including in several structure interdependence, in-person (face-to-face) promotional involvement, individual or group responsibility, group processing, and social skills (Johnson & Johnson, 2013). Organizing students' activities allow them to collaborate in groups. Pair and workgroup exercises were seen as accessible learning tools by both the instructors and students. This suggests that a collaborative method is a strategy employed by educators for oral and practical objectives (Johnson & Johnson, 2013).

In keeping with our understanding of teaching, higher education desperately requires a collaborative learning approach (Qureshi et al., 2021). According to (Richards & Rodgers, 2014), the communicative language teaching (CLT) theory has led to the replacement of drill and grammar practice with fluency-based activities based on interactive small-group work, communication with native speakers, and collaborative creation.

Another consideration came from (Geetha & Karthiga, 2020), who suggested that a method called "collaborative learning" uses groups to improve student learning. In groups of two or more, students sit and work together to tackle challenging issues, complete ambitious projects, and exchange new insights and knowledge. Instead of simply repeating facts and statistics, this method actively involves students in processing and blending information and impressions. Students do their job in groups, and they must work together to understand the concepts being presented to them. Students performed better in groups than they performed alone. They learn how to engage with one another, which broadens their perspective. They also learn to listen to and understand each other's points of view.

As mentioned in the preceding explanation, collaborative behavior is covered by at least four grounded theories: behaviorism, constructivism, humanism, and cognitive development. Hence, John B. Watson (1878–1958) and B. F. Skinner (1904–1990) as cited in (Reimann, 2018), two founders of the movement, said that behaviorism places a strong emphasis on the observable and measurable aspects of human behavior. Behaviorist learning theories place a strong emphasis on how a student's stimulus–response relationships alter their behavior.

Furthermore, Skinner (1950), as cited in (Rathje et al., 2021), asserts that people are influenced more by their environment than vice versa. Additionally, Skinner believed that human behavior is repeatable and predictable, much like a chemical process, which served as a foundation for some of Watson's views on education (1849–1936), cited in (Dico, 2018). It is referred to as "classical conditioning under condition." This phrase describes the condition that occurs when a neutral stimulus transforms into a motivating stimulus linked to a stimulus that prompts an action to emerge spontaneously. According to Skinner, spontaneous behavior seems to be a premeditated action. To keep things under control, rewards and penalties are applied. They divided cooperative behavior into the following categories: (1) capacity to recall information for a long period, (2) motivation to engage in challenging tasks, and (3) use of critical thinking, higher-order reasoning, and metacognitive cognition. (4) By extending one's horizons (process gain), process benefits occur when collaboration produces ideas, approaches, or results that would not have otherwise been produced by a group of people working alone. Cooperative group members are more willing to collaborate (5). Their learning can be transferred from one situation to another (group to individual transfer), and (6) they have positive attitudes toward completed activities (Weda et al., 2018). Therefore, cooperation is essential. Thus, people are more motivated to complete the tasks they are working on and are more productive because of their increased optimism (Weda et al., 2021). (7) having strong peer relationships, and (8) enhancing students' capacity for leadership and building and maintaining trust. Constructive conflict resolution and effective communication are crucial. Self-employment and employability: The success of a career depends greatly on these social abilities. Additionally, sadness, anxiety, and fury impair academic performance; a sense of responsibility for achieving goals; positive face-to-face interactions; and social skills for praising, encouraging, asking for information, giving it, and asking for and giving aid (Johnson & Johnson, 2009).

Overall, to speak English as a foreign language effectively, students and instructors explored a range of tactics, techniques, strategies, and approaches. This is because there are no optimal methods available. After all, each student was different. from traditional technology use (Leba et al., 2021) to digital technology use (Butarbutar, 2021a, Butarbutar

et al., 2020, Butarbutar, 2021b, Nur & Butarbutar, 2022a, Nur & Butarbutar, 2022b, and Nur et al., 2022 every student is different. Figure 1 summarizes how the development of certain contributors, such as aptitude, attitude, and desire to learn speaking jointly, was accomplished by having learners' self-identity in line with speaking accomplishment. Speaking also facilitates comfort, social cognition, connection, and social conduct.

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Considerable research in the past few years (Pitura, 2022; Namaziandost et al., 2020) has shown that working in collaborative, cooperative, or even small groups helps EFL students learn how to speak in the classroom (Pitura, 2022), 2022; (Ehsan et al., 2019)), scaffolding learning collaboration to improve speaking non-native speaker (Afitska, 2016), collaborative learning as asynchronous dialogues (Dimitracopoulou, 2017), virtual in reality collaboration in non-native language teaching and learning (Klimova, 2021). They concluded that collaboration may hinder learning. Working together can help people find important things that they would not have found on their own.

Too many research in recent years have shown the advantages of collaborative, cooperative, and even small groups in developing EFL speaking abilities in the classroom (Amiryousefi, 2019; Pishkar et al., 2017; Zhou, 2016). However, little studies have taken a theoretical and experimental look at collaborative behavior understanding from a social-psychology standpoint (Dovido, 2017; Sherif, 2015). Groups have always been crucial to human existence, and current trends in many of the aforementioned fields suggest that this trend will continue in the future. Our goal is to confirm the extent to which students' social-psychology behavior theory affects group dynamics and performance via the facts and ideas presented in this research. Other useful connections made during this investigation may be found in (Le et al., 2018), they come to the conclusion that collaboration might sometimes hinder learning. While working together might lead to the discovery of important information that an individual would not have learned on their own, group members can also provide irrelevant or incorrect information. To be used on next tasks, other group members may encode errors made by one group member. A theoretical and practical bridge is encountered in the most recent attempt to close these two gaps. In a recent attempt to close these two gaps, a theoretical and practical bridge was encountered. Therefore, using online interviews, our goal is to confirm the extent to which students' social-psychology behavior theory affects group dynamics and performance using the facts and ideas presented in this research. For this reason, the goal of this research was to draw attention to the social and psychological effects of group-speaking EFL in an Indonesian environment. This will be done by considering psychological factors, such as attitudes, race, interactions, and communication (Orbe & Harris, 2022). To the best of our knowledge, the current study supports the following research question: What problems do social-psychological behavior run into while learning to speak EFL collaboratively?

METHOD

Research design

This study was made using an exploratory case study, which is a case study that identifies the research topics or methods to be used in a later study, which may or may not be a case study (Yin, 2018). However, in other situations, this may not be suitable. The study used evaluation tools, or what we referred to as a "qualitative research checklist" created by Casap (2017), to ensure that the research question covered the goal of the study and its

theoretical and practical contribution to the body of knowledge. It was narrowed down into three dimensions, as follows: (1) social cognition, (2) social relationship or connections, and (3) social conduct. To ensure a link between social psychology and collaborative learning, the research questions were adapted from Davis (2018) and Strayhorn (2015)'s definition of social psychology, such as "would you share your experience in light of social cognition, group process and intergroup interaction during collaborative learning"?

Respondents

Five female college students participated in the study. They were specifically selected because they demonstrate fluency in speaking in the fluent range and have additional time outside the classroom to practice speaking English, such as in the English club. They were enrolled in the third academic year of the English Language Education Department at the time of data collection. The participants had various ethnic backgrounds. They were between the ages of 21 and 22 years old.

The technique of collecting and analyzing data

The present research used the WhatsApp calling application to conduct online interviews and collect data. The interviewees were prohibited from calling them through video conferences. Additionally, they were embarrassed and worried about whether they would be able to see the interviewer's face during the conference. Because of this, they stayed away. However, to record anything, they had to provide consent (Salmons, 2014). The Atlas.ti application was used to evaluate all the collected data. This is accomplished by initially starting a brand-new project dubbed "social-psychology-issues." Next, files are added and the code is added. The development of network semantics, prepositions, and associated terminology is the final step. Finally, files were exported and saved.

Data validation or trustworthiness

To make sense, validate, and trust the results of the study, feedback techniques from respondents were obtained. The people have spoken to and seen are among the most sensible sources of confirmation. After all, an attentive and perceptive player in the situation is certain to be more familiar with the circumstances under inquiry than the researcher will ever be. In that way, local participants might serve as judges, assessing a study's key results via a process known as "member checking." (Motulsky, 2021). Some of the display technique profiles invited comments from the case participants, such as assessing the precision of a causal network or validating researcher predictions.

Feedback can be provided while data are collected. The researcher may test the result with fresh subjects and/or with important participants as it starts to take form. The tricky problem in this situation is the introduction of prejudice. Providing feedback during research may alter participants' behaviors or viewpoints (Miles et al., 2018).

FINDINGS

In response to the research question, the current study found that social-psychology insights pointed to three primary problems in learning to speak EFL: (1) social cognition, e.g. self-efficacy, self-esteem, accuracy, interactional competence, social regulation and negotiation. (2) social relationship, e.g. avoid impulsive, dynamic reflection, partner build, interactivity. (3) Social behavior, e.g. speak politely, avoid dominated speaking, praising, and evaluate ideas carefully as shown in figure 2. Conversations that are part of speaking

exercises, such as researching and expanding on a certain topic, may be more effective when conducted with a partner. Self-efficacy also motivates students to practice regularly and collaboratively. This approach focuses on how people perceive, remember, and judge social stimuli; how social, cultural, and emotional factors affect how information which is processed; and how cognitive processes affect behavior and relationships.

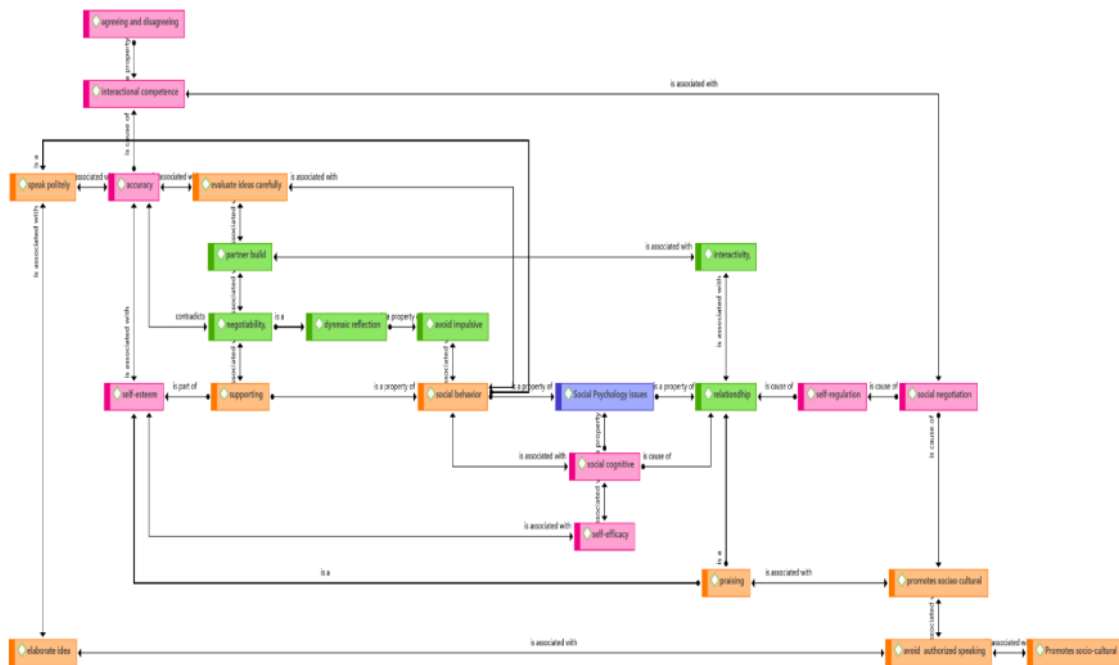


Figure 1: Network collaborative behavior social- psychology in speaking EFL

DISCUSSION

A student's aptitude, attitude, objective, and motivation combined with speaking cooperation, according to the social-psychology model, enables them to attain speaking accomplishment (poor, average, and fluent). "I found working as a group interesting and enjoyable. I can practice more regularly with feedback and receive comments to evaluate improvements. For instance, my instructor gave us a group assignment to produce a presentation to upload the finished product on our YouTube channel. Since I was working on the project, I must admit that I thought my speaking skills improved every day. As a result, until the presentation was completed, my peer group assessed each suggestion in turn" His or her identity is defined by success categories such as fluency or poorness. Similarly, people may communicate more effectively if there is broad consensus among them on each other's areas of competence. Therefore, significant levels of agreement and overall accuracy facilitated involvement. In this topic of research, the pragmatic social context has to be stressed. While they experienced group dynamics, relationship building, avoidance of impulsivity, and bargaining, students were more proficient in speaking EFL (Yuyi, 2022).

Collaborative learning strategies are essential and must be used immediately for speaking instruction in higher education. Richards and Rodgers' theories must be used immediately for speaking instruction in higher education. Regarding the theories of Richards and (Richards & Rodgers, 2014) and (Ur, 2013) (used immediately for speaking instruction in higher education). They argue that to improve performance, students must seek the help of other social groups, including their parents, classmates, and teachers. "I valued the development of speaking skills in the groups. This increased my vocabulary and gave me greater self-assurance, which pleased me. In my opinion, working in a small group was a successful learning strategy. I like to work with others since it might be challenging to focus on time. We need a partner, pair, or collaborator to provide us with criticism and assessment to develop our speaking ability." Students cooperate regularly as scaffolders to conquer hurdles in a small group as a speaking practice. In teaching, much work is completed by small groups and couples. Peer interaction and assistance are crucial for learning. Students often collaborate in groups or pairs to exchange information when one person has knowledge that others do not have, or to compromise when required.

According to (Jiang & Zhang, 2019), several presumptions that are changing in one or more of these areas of English education have raised interest in collaborative learning about social conduct when speaking English as a second language. Consequently, the instructor, who was equally informed as the other students (MKO), and the pairs focused more on praising and encouraging students' evaluative thoughts. To reduce anxiety, it seeks to prevent urge. Teachers are learning that emphasizing "peer tutoring and similar forms such as peer evaluation and classroom group work" as a teaching tactic is often an effective way for pupils to master the material and create perceptual knowledge. This offers a comprehensive and well-written piece of group learning, as a kind of indirect teaching when the teacher poses the question and sets up a group of pupils to work together to find an answer (Adem & Berkessa, 2022). Students are encouraged to converse with one another as they collaborate on various assignments and activities in the classroom (Butarbutar & Sauhenda, 2020). The bulk of learning occurs during this discussion. A structure that promotes student dialogue is defined as collaborative learning.

In group projects, psychological behavior might prevent students from speaking with authority. Speaking courteously in pairs while socially elaborating, assessing, and complimenting is pertinent to social interaction and is conducted in relation to the speaking objective of being more communicative, fluent, and accurate. In this regard, self-control and internal driving are important factors. "When I worked in pairs to create a project presentation, I felt that my self-efficacy and self-esteem were increased, and the more I worked with the group, the more I was confident." "According to my perspective, group work may help me learn to deal with the characteristics of diverse pairs (social behavior)." Similarly to this, (Chadee, 2022) developed a social psychological framework that took motivation, attitude, and aptitude into account to confirm the student's speaking self-identity: poor, average, or fluent. This is in line with (Penner et al., 2014)'s assertion that mental activity would become a habit if it were performed often. When repeating something more often led to spontaneous skill development, it was consistent with speaking English as EFL. As stated in the following excerpts from the replies, it was experimentally acknowledged: "In my speaking experience, teamwork boosted my correctness e.g. grammar, pronunciation, and confidence." (ETS)

Regarding the third interviewee's description emphasizes that collaborative learning helped her speaking correctness. In this vein, what pair group members spelled correct grammatical would encourage other to repeat correctly also. When student spell vocabulary correctly and accurately she simultaneously self-confidence is boosted "In my speaking experience, teamwork boosted my correctness and confidence" it was in line with (Magen-Nagar & Shonfeld, 2018). Instead of enhancing self-esteem, self-efficacy, and self-confidence in the classroom, a greater emphasis on the social psychology of collaborative learning may result in a more bias-free learning environment (Butarbutar, 2018). As a result, the interdependence of group members as collaborators was associated with factors relating to CL understanding from the social psychology viewpoints of social interaction and social cognition.

The students' cognitive experience was in line with the benefits of collaborative learning, as declared by (Johnson & Johnson, 2009). They explored in depth that CL is defined as an educational approach in which students collaborate in small, diverse groups to solve problems, finish projects, or achieve other learning objectives with instructors serving as mentors or facilitators. As a method of instruction, it is intended to divide classroom activities into academic and social learning. In this scenario, students collaborate in small groups to aid both their own and others' learning.

Wang and Liao (2017) and Wen (2021) investigated the promotion of CL to enhance speaking EFL proficiency. Regular cross-cultural pairings for interactive learning activities and group-based assessment tests with cultural content, where cross-cultural groups understand that they can do better as a group than any individual. To form a fundamental and meaningful interdependence with others; build and sustain connections in their careers, families, and communities; and successfully engage in their society and the wider world after graduating from school, students need to achieve this. Additionally, emotions, such as despair, anxiety, students need to be trained in both interactive and communicative skills to speak English effectively need to be trained in both interactive and communicative skills because they occur in real time. Not only must cognitive and psychological skills be prepared, but must social environment (Hinkel, 2018).

Simultaneously, by focusing more on the social psychology of collaborative learning, the classroom environment may be harmonized with less bias and enhanced self-esteem, self-efficacy (Mustafa et al. 2022), and self-confidence (Butar-butur, 2018). Consequently, elements leading to CL understanding from the social psychological perspectives of social interaction and social cognition were linked with group members' interdependence as collaborators. Apart from the aforementioned contributing elements, we stated that the shortcomings of the study were the absence of acquired data and interpretation.

CONCLUSION

In conclusion, this study identified and emphasized key themes of social psychological insight-based contributory variables to the success of CL. These include social interactions, conduct, and cognition. When we bring groups of individuals together for the purpose of learning, teachers have the opportunity to apply social-psychological ideas to better our educational aims. Using these concepts in the classroom may help students become more devoted to studying, improve their attitudes toward school, reduce feelings of failure and the negative impacts or emotions that come with them, increase their level of ambition and

grades, and much more. By examining all the studies provided, we recommend collaborative learning as a technique of learning in the classroom that may be informative in terms of social-psychological characteristics. Three sub-dimensions were used to accurately discern these dimensions. They may be used by both group members and classmate pairs for social comparison, observational learning, and negative stereotyping or judgment avoidance strategies.

In addition, it is preferable to begin with pre-service and build upon it with professional teacher development. The study argues that collaborative success can be achieved through both transactional and interactive communication. Future research should focus on phenomenological exploration in education, particularly in English language teaching.

Furthermore, rather than focusing on individual skills, the bulk of research has focused on general learning interventions. Therefore, we propose that future research should focus on specific areas, such as speaking, writing, reading, and listening. In addition, according to our study, the social-psychological components of collaborative learning have also become essential components to incorporate into curricular practices.

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