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Collaborative Project-Based Learning: An Alternative Program to Accommodate Students' Active Learning in Speaking Class

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Abstrak. Penelitian ini dilatarbelakangi oleh sulitnya dosen dalam memotivasi mahasiswa untuk terlibat secara aktif dalam pembelajaran matakuliah Speaking. Mahasiswa cenderung menarik diri atau pasif dalam pembelajaran. Banyak faktor yang menjadi penyebab ketidakaktifan mahasiswa di kelas. Faktor utamanya adalah faktor psikologis. Oleh karena itu, penelitian ini bertujuan untuk memberikan alternatif program pembelajaran aktif bagi mahasiswa yang dapat diimplementasikan oleh para dosen, terutama pada matakuliah Speaking yang dimana matakuliah ini dirancang khusus untuk meningkatkan keterampilan berbicara mahasiswa. Metode penelitian yang digunakan dalam penelitian ini adalah Research and Development (R&D) dengan desain model pengembangan ADDIE (analyze, design, develop, implement, evaluate). Partisipan yang terlibat sebagai sampel dalam penelitian ini adalah mahasiswa program studi pendidikan bahasa Inggris yang menempuh matakuliah Speaking, sebanyak 53 orang. Sampel penelitian ini dipilih dengan menggunakan teknik pengambilan sampel secara purposive. Instrumen yang digunakan dalam penelitian ini adalah observasi keaktifan mahasiswa dan wawancara terkait dengan persepsi mereka terhadap pembelajaran kolaboratif berbasis proyek pada kelas Speaking. Penelitian ini menunjukkan bahwa pendekatan kolaboratif berbasis proyek ini dapat memfasilitasi siswa untuk terlibat secara aktif dalam pembelajaran serta mampu memberikan dampak yang positif terhadap keterlibatan siswa dalam pembelajaran. Mereka diberikan ruang untuk mengungkapkan ide dan pandangan mereka. Mereka juga menilai jika pendekatan pembelajaran ini tidak hanya menyenangkan namun mampu membiasakan mereka untuk bekerja sama dalam kelompok dalam menyelesaikan sesuatu, bertanggungjawab, berpikir kritis dan kreatif dalam memecahkan masalah.

Kata kunci : Pembelajaran aktif; pendekatan pembelajaran kolaboratif; pembelajaran berbasis proyek; speaking.

Abstract. *This study was motivated by the difficulty of lecturer in inviting and motivating students to be actively involved in English Speaking class, students tend to be passive. There are some factors that might block them from speaking English in class. Many researches revealed that the main problem is psychological factor. Therefore, this study aimed at providing an insight and alternative program of students' active learning that might be used and implemented by EFL lecturer, especially in English Speaking class. This study used Research and Development (R&D) with ADDIE (analyze, design, develop, implement, and evaluate) design. There were 53 students of higher education involved as research sample. They were selected using total sampling technique. The instrument used in this research were observation sheet and interview. the researchers could find that this collaborative project-based learning approach could facilitate the students to be actively involved in learning as well as give possitive impact to the students' engagement in learning. They were given space to shout out their ideas, views, and voices comfortably. Students also considered that this approach was not only fun to do but also accustomed them to work together in group to produce something, be responsible, and think critically and creatively in solving the problems.*

Keywords **:** *Active learning; collaborative approach; project-based learning; speaking.*

INTRODUCTION

The education cannot be separated from students' learning process that the implementation has to refer to students' active learning. Active learning is a student-centered learning process, in which during the process, it emphasizes on students' activities in the classroom. Through active learning, students are expected to be more skilled to think critically, analytically, and creatively whey they were faced with various difficulties and problems. However, in some cases, some previous studies found that the teacher-centered learning in still widely found and implemented in the class. They found that the interaction in classrooms were dominated by teachers (Sofyan & Mahmud, 2014; Sultan, 2016; Villalobos & Arellano, 2018). This due to the lack of students' engagement in the teaching and learning process. The minimum chance for

students to be more involved in the learning has become a problem that was often found in English speaking class. In this case, especially in Indonesia, several studies had been conducted to determine the factors behind the problem (Fitriani et al., 2015; Haidara, 2014; Hawalaina et al., 2018; Risadi et al., 2020; Widyasworo, 2019). Based on the result of previous studies, there is main factor that is often experienced by students and that could might often prevent them from being actively involved during the learning process, namely the psychological factor. The psychological factor includes: students' lack of self-confidence (Fitriani et al., 2015; Risadi et al., 2020; Widyasworo, 2019), the excessive students' anxiety when they are about to start speaking English (Fitriani et al., 2015; Widyasworo, 2019), and students' fear of making mistakes and being ridiculed by peers (Haidara, 2014; Hawalaina et al., 2018). In this regard, lecturers are required to always be able to encourage and facilitate students to be able to actively participate in the teaching and learning process. One strategy that can accommodate these objectives is by implementing collaborative learning.

Collaborative learning is an approach considered to be able to facilitate students, from various backgrounds and levels of the students' English proficiency (Arta, 2019), to develop their engagement in learning as well as express their views, voices, and opinions at ease (Liao, 2014), and be able to decrease students' feeling of discomfort, worry, nervousness, and anxiety, or the fear that the students' experience while studying or when using a foreign language, i.e. English, as well as increase students' activity and confidence to speak English in class (Arta, 2019). This collaborative learning approach could certainly work as expected as long as it is carefully thought and planned. With these considerations, this research aimed at providing an alternative teaching for lecturers. Especially in English speaking classes. This study was trying to create an active learning program for students through a project-based collaborative learning approach. This approach is expected to be able to assist lecturers in creating the student-centered active learning, so that students can be actively involved in the learning process. In addition, students are also facilitated to express their opinions more comfortably without any obstacles in speaking. Through this way, it is expected that their speaking skills could also improve and they become more fluent in speaking English. The urgency of this study is a project-based collaborative learning program to decrease students' psychological problems commonly found in the speaking class and increase their engagement in learning. So that, this study could contribute to the educational sector, especially in EFL learning.

Students' Active Learning through Collaborative Project-Based Learning Approach

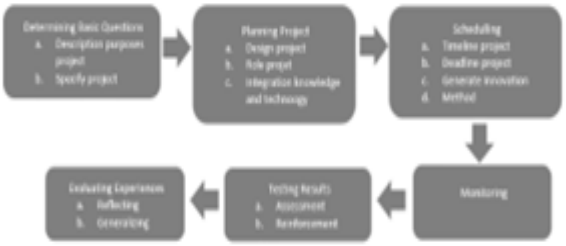
The collaborative learning approach is one of the active learning approaches that could encourage students to participate in class, starting from planning, process, up to production. Collaborative learning however could foster students' positive attitudes such as habituate students to appreciate diversity and at the same time letting them to understand individual differences. In collaborative learning, students learn and work with different characteristics and perspectives. Moreover, small group discussion allows students to express their ideas. This does not happen in lecturing class. Collaborative learning could also foster good interpersonal communication skills for students. Such abilities are needed in any social environment (Kukulska-Hulme & Shield, 2007). This active learning is carried out by means of social interaction among students. Through this approach, students are facilitated to be actively involved in discussion forums with their peers, both in small group and in larger group discussion (Kumala, Pandoge, 2017). In addition, they could also be more creative in finding solutions to the difficulties and problems they face. This makes students able to construct their own knowledge based on the observations and discussions that they did with others. In substance, this collaborative learning approach is a form of teaching approach that represent the shift of learning model, from the teacher-centered learning to student-centered learning (Kishore & N, 2017). In this collaborative learning process, the teacher acts as a facilitator. The term facilitator was first introduced by Harmer to describe a democratic teacher in the classroom (Harmer, 2007).

Democratic teachers always encourage students to think creatively and critically in every lesson. So that in the learning process, students are motivated to express all their curiosity through asking questions which then become the subject of their discussion. Thus, the goal of active learning can be achieved by accustoming students to independent learning in

order to find best solutions to the difficulties and problems at hand. The collaborative learning process does not only focus on improving certain individual of a student, but every student in the class (Greenier, 2020). This is in line with the previous study that revealed positive results of the implementation of collaborative learning that could improve students' active during their learning process. Each student is actively involved in group discussion sessions, as well as shows responsibility to provide the best group work (Jeong & Chi, 2007). Thus, it can be assumed that this collaborative learning approach could possibly facilitate the students' engagement in the learning. The implementation of this approach provides the widest opportunity for students to share information, knowledge, and experiences through teamwork. The learning that involves students working together in small groups is carried out as an effort to ensure that each individual student could contribute in creating the groups' works as they actively involved in every discussion process. Thus, this learning approach might be able to create student-centered active learning. One of the learning strategies that can be done in this collaborative approach is through project-based learnin (PjBL).

Project-based learning (PjBL) is an instructional model in the teaching and learning process that uses projects or activities as teaching media and involves students to work together in a group to achieve certain learning goals (Genc, 2015), and within a certain period of time (Li et al., 2015). This instructional model of teaching has positive impact on someone's learning. Because in its process, the students are directly engaged as they involved in using and deepening their knowledge (Nerona, 2019). Therefore, it can be assumed that project-based learning (PjBL) could be considered as an effective alternative learning method for students. In addition, students are given an opportunity to develop their abilities, not only their cognitive ability but also their affective and psychomotor abilities. Moreover, students who get involved in working on a project tend to show an enrichment in their positive attitudes in terms of their motivation in learning (Harmer, 2007). Thus, in line with previous studies that had been conducted (Aristidou, 2020; Harmer, 2007), the implementation of project-based collaborative learning programs is able to increase students' engagement as they involve actively in English speaking class. In this study, the author tried to develop a learning plan that focus on students' active learning that is emphasized on their psychological side. It is expected that there will be an improvement in the students' self-confidence in English speaking class through this collaborative learning approach.

Collaborative Project-Based Learning Stages



Source: (Hermawan, 2020)

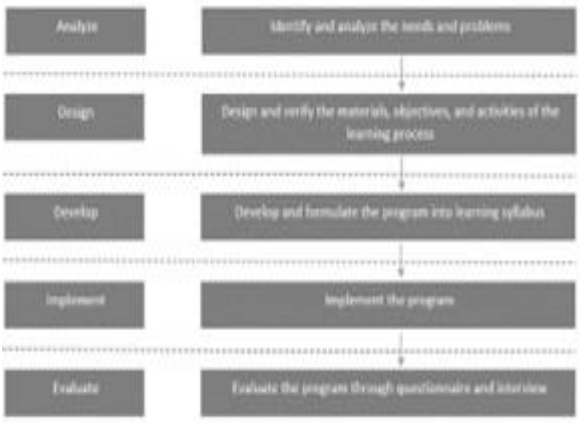
Figure 1
Collaborative Project-Based Learning Stage

In the first sate, lecturer and students construct essential guiding questions or problems that will later become the task that have to be solved by the students. At this stage, the lecturer provides a description of the learning related to the objectives of the activity or project that will be carried out by students, so that they are able to work on a given project specifically based on the objectives of the learning. Then, learning is continued by doing the second sage, namely preparing project plans. At this stage, students have been divided into several small groups consisting of 4 to 5 students. Each group is given the opportunity to design a project that they will work on based on the objectives of the learning. After that, they were given the space to determine the tasks of each individual in each group. After the project planning is prepared by each group, the lecturer and students determine the schedule for the implementation of the project that they will work on. Starting from the preparation stage to the production stage. Followed by the stage of analysis and discussion in a larger group discussion (class). Monitoring activities are carried out by the lecturer to monitor every student activity while completing the project they are working on. In this activity, the lecturer acts as a mentor for the students, and to facilitate this process, the lecturer provides a checklist that is the standard for implementing this project. When the product has been produced by each group, an assessment activity is carried out

to measure learning achievement and as an evaluation material for students. In addition, at this stage, the lecturer can figure out how students construct new knowledge and to develop subsequent learning strategies. At the end of the learning stage, lecturer and students together reflect on what has been done, either individually, in groups, or in a whole class.

METHODS

This research takes approximately one year including the implementation of the program in one semester. This study involved 53 students of English education department who took Speaking course. The 53 samples were selected using total sampling technique. For the instrumentations, this study adapted teacher engagement report form-new (TERF-N) observation sheet, the student engagement in school questionnaire (SESQ), and semi-structured interview related to students' perceptions of project-based in collaborative learning, especially in English speaking class. The data for this study are quantitative and qualitative data. While the research method used in this research is research and development (R&D) by applying the ADDIE model (analyze, design, develop, implement, an devaluate), introduced by Branch (Branch, 2009). The research procedures carried out in this study are as follows:



Source: (Branch, 2009)

Figure 2
Research Procedure of ADDIE Model

The fisrt procedure is the stage of analysis. At this stage, the authors tried to analyze various problems and needs that occur either directly from observing the phenomenon or doing literature reviews. The data taken from literature studies were the data that accessed from accredited national journals and reputable international journals. Another data for preliminary research also were taken from the data of the observation that the researchers found in English speaking class. The second procedure is the stage of design. At this stage, the authors carried out several steps. It includes verifying the subject material for English speaking course and then determining the learning objective. The objective is that enhancing students' engagement in English speaking class. at the end of this stage, the researchers carried out planning for learning activities that will be implemented in the class. As a result of this stage, the final program will be proposed to be developed in this current study.

The third procedure is the stage of develop. This stage covered the formulation of collaborative learning program that will be administered by the students in Engish speaking class. The program was arranged in detail based on collaborative project-based learning stages. The fourth procedure is the stage of implement. This stage includes the learning program proposal that the researchers will implement in this research. This proposed program then was tested to small group of sample and then later be validated by the two validators. The revised program then implemented to the real sample of this current research. In the stage of implement, the program was ready to be implemented to the English-speaking class. In addition, in to know the phenomena of this program implementation, the researchers did the observation during the class. Last but not least, in the last stage of evaluation, the researchers then evaluated the whole program that had been implemented to the sample. The evaluation was carried out by administering questionnaire to the whole research respondents and semi-structured interview to the representative of each group.

FINDINGS

The data collected in this current stud were collected through several steps of ADDIE design that was expressed in previous section, i.e., the stage of analysis, design, develop, implement, and evaluation of the program. The results of this research were shown in the following table.

1. The Stage of Analysis. The stage of analysis was carried out to get general depiction of the raising issue in this current study and to find out the relevant information related to the

problems of this study and find out the relent theories that might be used as the basis argument to this research. Based on the identification of probems showed above, it can be assumed that there was a gap between the desired performance and actual performance.

Table 1
Problems Identification

Desired Performance	Actual Performance
The learning, both teacher-centered and student-centered, could givev the possitive impact on students' performance in their learning (Lak et al., 2017).	According to the result of the previous research, it was found that most of teacher-centered learning might couse students' negative attitude on their learninig performance (Sofyan & Mahmud, 2014; Sultan, 2016; Villalobos & Arellano, 2018)
In speaking class, ideally, students have a lot of opportunities to be engaged in class (Iftakhar, 2013).	Previous study revealed that there were several factors that could hindrance students' engagement in Engish speaking class. One of the factors is that psychological factor. This factor includes students' lack of confidence, students' anxiety when they start to speaking English, students' demotivation to get involved actively in the learning process, and students' fear of making mistakes and being ridiculed by their peers while speaking English (Fitriani et al., 2015; Haidara, 2014; Hawalaina et al., 2018; Risadi et al., 2020; Widyasworo, 2019)

Source: processed data

2. The Stage of Design. The stage of design carried out to verify the learning topic materials, learning objective, as well as learning activities.

Table 2
Students' Performance Goal

Program	Objective	Activity
Collaborative Project-Based Learning	To accommodate students' engagement to be actively involved in English speaking class	Implement active learning program through collaborative project-based learning activity

Source: processed data

3. The Stage of Develop. The aim of this stage is to formulate and then validate an alternative program of active learning through collaborative project-based learning approach.

a. Formulating Students' Learning Program
The program that was formulated in this research adapted the collaborative project-based learning stages, i.e.:

Table 3
Students' Learning Activites

No	Stage	Students' Activities
1	Constructing the issue or topic of project making	a. Recognizing the description of project goal b. Specifying the project
2	Arranging the plan	a. Designing the project b. Dividing roles and tasks in the project
3	Scheduling	a. Making project timeline b. Determining the due date
4	Monitoring	Consulting the progress of the project with the lecturer
5	Assessing	Doing assessment
6	Evaluating and reflecting	Doing evaluation and reflection

Source: processed data

b. Validation Results. The formulated program as showed above then was validated by the two validators. The result showed that each activity was appropriate with the objective of this current study. Besides, the two validators agreed to suggest that the activities in each step should be described crystal clear.

Table 4
The Revised Version of Students' Learning Activites

No	Stage	Students' Activities	Description
1	Constructing the issue or topic of project making	a. Recognizing the description of project goal b. Specifying the project	In this stage, students are encouraged to work collaboratively in accomplishing an English speech video project. The raised issues were negotiating with the students and 'real world problems' was the selected topic to be discussed in the project.
2	Arranging the plan	a. Designing the project b. Dividing roles and tasks in the project	The plan arrangement was carried out including the role and group assignment.
3	Scheduling	a. Making project timeline b. Determining the due date of the project	Making the schedule in accomplishing the project to ensure that the project could be completed on time.
4	Monitoring	Consulting the progress of the project with the lecturer	Monitoring was carried out by the lecturer during the students'project preparation process. The students could discuss the project progress, difficulties, and problems with the lecturer.
5	Assessing	Doing assessment	The assessment was caried out through peer assessing technique.
6	Evaluating and reflecting	Doing evaluation and reflection	Evaluation and reflection were carried out in the end of the learning.

Source: processed data

c. Testing Result. In doing the revision towards the formulated program, the researchers did the test to the non-sample. It was done in a respect to see and find oout whether the program was applicable or not. The testing was administered to the non-sample that constists of 8 non-sample students divided into two small groups. Besides, this was carried out to test the reliability of the program implemented. The result showed that the implementation of this program impact positively to the students' learning performance. Based on the observation, 83% of students could involved actively and 17% of them are not. This showed that the program coulc be implemented to the sample in the stage of implementation.

4. The Stage of Implement. In this stage, the program that had been tested was implemented to the research sample. The program was implemented through online learning by using Zoom synchronous learning platform. The discussion session was carried out in two forms; large group discussion (whole class) and small group discussion. Small group discussion was done through Zoom breakout room.
5. The Stage of Evaluate. The last stage in this research design is evaluation. This stage conducted to figure out how effective this program implemented in English speaking class. the data found that 86% of students were actively involved in large group discussion (class) and it reached 94% of students' engement in small group discussion session.

Table 5
The Observation Data Result: Students' engagement in discussion session

Criteria	Class Discussion	Group Discussion
Active	86%	94%
Not Active	14%	6%

Source: processed data

While the interview was administered to the 15 students of respondent. Those respondents were the chairperson of each group. Before the interview session conducted, the reserachers gave the interview question to them and ask them to discuss the answers with the member of their groups. It is clear that the data collected in this interview could represent the answer of the total sample of this research. The semi-structured interview questions were related to their perception on the implementation of the program in English speaking class that was conducted online. From the interview, 13 from 15 respondents stated that this learning approach was appropriate to be implemented in English speaking class. Besides, 2 others stated that this program was quite appropriate to be implemented to the English-speaking class. it can be seen from the transcription below:

C : *Klo dari diskusi saya dengan teman-teman kemarin, kami rasa pendekatan pembelajaran ini sangat sesuai bu, karena memang saat melakukan diskusi dengan teman di kelompok kecil, kami bisa dengan leluasa berargumen dan memberikan saran dalam bahasa Inggris dengan lebih percaya diri tanpa takut salah, karena kadang saat kita ngomong bahasa Inggris di kelas, kita merasa semua maa dan telinga menuju ke kita, memperhatikan kita. Dari perasaan itu kita jadi malah takut ngomomng di diskusi kelas.*

(C : From my discussion with friend yesterday, we think that this learning approach is very appropriate ma'am, because indeen when discussing with friends in small groups, we can freely argue and give advice in English with more confidence without fear of making mistakes. Because sometimes, when we speak English in class, we feel all eyes and ears are on us, watching us. From that feeling, we are afreaid to speak in class discussions.)

G : *Iya, betul bu. Memang kalau ngomong bahasa Inggris pada saat diskusi kelas, apalagi ada dosen jd lebih takut gitu bu. Takut salah. Geumpeur gitu lah bu. Hehe.*

(G : Yes, that's right ma'am. Indeen, if we speak English during class discussions, especially if there is a lecturer, we will be more afraid. Fear of being wrong.)

M : *Mungkin mam, kalau kita pake bahasa Inggrisnya pas diskusi kelompok mah merasa pede-pede aja karena yang lainnya juga bahasa Inggrisnya gak bagus-bagus amat. Hahaha.*

(M : Maybe mam, if we use English during group discussions, we feel confident because the others also do not speak English very well.)

O : *Dan klo pas dibenerin juga gak merasa gimana gitu bu, ya, nerima-nerima aja.*

(O : And when it (the mistake) is being corrected, I am allright, I can accept that.)

J : *Ya menurut kami pendekatan pembelajaran ini sangat sesuai karena mungkin dari ibunya juga enak, tidak sepenuhnya lepas control, memonitor diskusi kelompok juga. Kalau ada masalah, diberikan petunjuk-petunjuk yang buat kita mikir dan mencari solusinya.*

(J : Yes, exactly. We think that this learning approach is very appropriate as long as it is still under your (lecturers') control. If there is a problem, you give clues and that make us think about the solutions)

Whereas, the 2 others answer quite appropriate argue as follow:

F : *Klo di kelompok aku mah ya sama juga sih bu sebenarnya lebih leluasa waktu pas diskusi sesama teman di kelompok, tapi mungkin karena pas kelompok aku kebagian anggotanya gak terlalu aktif-aktif banget jadi yaa lumayan lah. Tetap ada suaranya.*

(F : In my group, while doing group discussion, we are actually can be more flexible as we discussing with fellow friends in the group, but maybe it could not that worked since most of my group member are not very active. But, there still be a voice though.)

H : *Iya, sama bu saya juga.*

(H : Yes, the same for me too.)

Meanwhile, when the interviewees were asked for their arguments regarding the attitude, whether possitive or negative, on the implementation of this learning approach program, each of them gave their views as follow:

A : *Lebih leluasa untuk berpendapat*
(A : It is comfortable to voice freely in group discussion.)
B : *Berlatih untuk bekerjasama dengan tim dalam menyelesaikan proyek dengan baik*
(B : Practicing to work with a team in completing the project well.)
C : *Belajar untuk tidak mendominasi, dalam artian meenghargai pendapat anggota lainnya dalam kelompok*
(C : Learn not to dominate, in the sense of respecting others' opinion in the group.)
D : *Lebih fun sih bu, gak monoton, karena memang kan kita dapat proyek yang dimana memang kita mencari info terkait dengan sesuatu yang real/nyata terjadi*
(D : It is more fun, ma'am. It is not monotonous, because we actually get aproject where we are looking for information by ourselves related to something that actually happened.)
E : *Kalau menurut saya, dengan pendekatan pembelajaran ini tentunya rasa tanggung jawab untuk menampilkan yang terbaik, atau bahkan lebih baik dari teman-teman di kelompok lainnya itu sih bu yang membuat pendekatan pembelajaran ini menurut saya lebih positif dari pada hanya penugasan individu biasa.*
(E : In my opinion, through the implementation of this learning approach, of course, there is a sense of responsibility to perform the best, or even better than any other groups can do, ma'am. The thing that makes this approach more possitive than any other approach that emphasize the individual assignment.)
F : *Iya kurang lebih sama sih bu, Cuma mungkin ya itu, karena menurut saya pembagian kelompoknya kurang berimbang jadi mungkin akan lebih baik jika pembagian kelompoknya berimbang. Misal di setiap kelompok minimal ada satu mahasiswa yang pintarnya. Biar lebih hidup aja diskusinya.*
(F : Yes, it is more or less the same, ma'am. But may be, the division of the groups was not balanced, so maybe it would be better if the divisio of the groups was balanced. For exmple, in each group there is at least one smart student. So that group discussion could be livelier.)
G : *Melatih kita untuk bisa bekerjasama dengan tim. melatih kita untuk mencari solusi dari permasalahan yang ada melalui diskusi kelompok.*
(G : train us to be anle to work with the team. Train us to be able ti find out the solutions to the existing problem through group discussions.)
H : *Saya setuju dengan apa yang telah teman-teman sampaikan. Hanya saja kalau kesulitan dari kelompok saya itu lebih kepada ketersiadaan waktu dari masing-masing anggota kelompok aja sih mam. Karena ketika yang lain bisa, ada 1 atau 2 orang tidak bisa.*
(H : I agree with what they have said. It is just that the difficulty of my group is more about the availability of the time from each group member. Because when others can, there might be 1 or 2 people cannot.)
I : *Positinya, kita bisa berlatih berbicara bahasa Inggris dengan lebih leluasa tanpa takut salah atau diketawain, percaya diri untuk meberikan argumen, dan dapat belajar dari kesalahan orang lain juga. Kalau negatifnya mungkin ya tadi, lebih ke waktu aja.*
(I : Positively, we can practice speaking English more freely withou fear of being wrong or being laughed at, confident to give arguments, and can learn from other people's mistakes too. While Its negative is, maybe, more about the time availability.)
J : *Pokoknya kalau kita happy sih bu, karena g monoton, g membosankan yang kayak cuman mengdengarkan dosen menyampaikan materi. Disini, kita yang kerja aktif.*
(J : The point is that we are happy because it is not monotomous. It is not boring. It does not like any other learning that focus on the lecturer delivering the material. Here, we work actively.)
K : *Positifnya, ketika kita diskusi di kelompok itu kan disana kita mempersiapkan juga script untuk videonya, seperti apa saja yang akan kita ungkapkan di video, kepada audience. Nah saat sebelum memproduksi videonya, disana kita mempersiapkan dlu dengan matang struktur tata bahasanya, pelafalannya, intonasi, dan lain-lain, jadi pada saat produksi video kita lebih matang dan percaya diri. Belajar juga saat ada kesalahan-kesalahan.*
(K : In possitive way, when we discuss in the group, we also prepare scripts for the video, such as what we will reveal in the video to the audience. Now, before producing the video, we carefully prepare the grammatical structure, pronunciation, intonation, etc., so that, during the video production we are more ready and confident. We could also learn from the mistakes as well.)

L : *Iya, saya juga sependapat dengan K. Terlebih, biasanya, saat kesalahan kita dibenarkan itu biasanya yang akan kita ingat terus. Ya daripada salah terus kesananya. Dan memang saat diperbaiki kesalahnnya oleh anggota kelompok lainnya juga gak ada perasaan yang gimana gitu sih bu. Lebih enak*

(L : Yes, I also agree with K. Moreover, usually, when our mistakes are corrected, it is usually what we will always remember for. Yes, instead of going wrong in the future. And indeed, when the other group members corrected the mistake, there was no hard feeling.)

M : *Kami merasa dengan adanya proyek secara kolaborasi ini, kami bisa lebih terbiasa untuk menerima masukan, menerima kritik dengan lebih bijak tanpa ada perasaan dendam, waktu proses penilaian oleh teman lainnya juga kita jadi bisa belajar dari kelasahan itu.*

(M : We feel that through this collaborative project, we can get used to receiving input, accept criticism more wisely without feeling revenge during the assessment process. But we can learn from that assessment.)

N : *Karena proyeknya ini mengharuskan kita untuk membuat speeach yang audience-oriented, kita senang-senang aja sih bu, terlebih jadi kita lebih tahu apa sih yang di harapkan dari audience yg* children, teenager, *ataupun yang* adult.

(N : Since this project requires us to make a speech that is audience-oriented, we are just having fun, ma'am. Especially, we can know better what to expect from the children, teenager, or adult audience.)

O : *Pada intinya, pembelajarannya jadi tidak membosankan karena disini kita yang diharuskan untuk aktif mengerjakan proyekya melalui diskusi-diskusi sampai dengan pembuatan produknya*

(O : In sum, the learning is not boring because here we are encouraged to actively work on the project through discussions up to the production.)

In general, from the interview, the researchers could find that this collaborative project-based learning approach could facilitate the students to be actively involved in learning as well as give possitive impact to the students' engagement in learning. They were given space to shout out their ideas, views, and voices comfortably. Students also considered that this approach was not only fun to do but also accustomed them to work together in group to produce something, be responsible, and think critically and creatively in solving the problems. However, there are several things that need to be paid attention while implementing this approach. There still must be lecturers' monitor in the process of project making and there must be balanced distribution of grouping.

Based on the research indings, it shows that collaborative project-based learning approach has possitive impact on students' activity in English speaking course. This might be happened because of several advantages come with this approach. Those are: 1) students' higher learning achievement, 2) students' deeper understanding, 3) developing students' leadership skills, 5) increasing students' possitive attitude in their learning, 6) increasing students' self-esteem, 7) students' inclusive learning, 8) students' feeling of belonging, and 9) developing students' future skills (Djoko, 2013). In addition, collaborative learning could be more motivating or encouraging students to be active and interactive as well as collaborate in completing the academic task in class project. Thus, collaborative learning is fundmentally diffrent from the conventionfundamentalonal approaches that had been carried out, which are more 'direct-transfer' or 'one-way transmission' models. In this case, students become the only source of knowledge. Collaborative learning views the learning process as 'student-centered' and not 'teacher-centered'. This shows that collaborative learning can directly increase student activity which is supported by projects at each meeting. This is in line with the findings of reseach done by Hayati & Syaikhu (Hayati & Syaikhu, 2022).

When collaborative learning is used to support teaching, students tend to be more involved, retain information better, and have better learning outcomes than individually (Nisa & Dahlan, 2018). In addition, the collaborative learning, when it is carried out appropriately, could provide benefit for everyone that involved, both students and lecturers. The collaborative learning also helps students become familiar with their academic environment and helps them improve their communication skills, thereby, enabling students to be more successfully negotiate discourse communities, both inside and outside the classroom (Hunzer & Kathleen M, 2012). The collaborative learning focuses on group dynamics (class dynamics) as an emotional process in learning and the impact of students working in groups. Thus, collaborative learning can change classroom conditions, so

that the teacher need to understand every change that might be occurred during the learning process (Nuramalina et al., 2019). In this tudy, the collaborative learning is collaborated with project-based learning, so that the learning outcomes produce student activity in the class. Project-based learing is the right learning model to be applied to the students' learning (Ihwanudin & Dwi Fitrianto, 2015). Active learning is needed to be considered in a respect to enhance students' engagement in the class discussion. Through collaborative project-based learning, students are given the space to be able to express their thoughts with others. Thus, this could increase students' self-confidence in English speaking learning.

CONCLUSION

In conclusion, students' active learning is needed to be considered in a respect to enhance students' engagement in the class discussion. Through collaborative project-based learning, students are given the space to be able to express their thoughts with others. Give them space to shout out their ideas, views, and voices comfortably could keep the motivated and participated in the class discussion actively, as they considered that this approach was not only fun to do but also accustomed them to work together in group to produce something, be responsible, and think critically and creatively in solving the problems. However, there are several things that need to be paid attention while implementing this approach. There still must be lecturers' monitor in the process of project making and there must be balanced distribution of grouping. It is suggested for future research to investigate another activities that could be implemented in English-speaking class that accommodate students engagement.

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