Developing Self-Confidence to Enhance Speaking Performance: A Study of Collaborative Learning at British English School Makassar

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Abstract: Self-confidence plays a crucial role in motivating students to improve their speaking skills. Positive feedback and encouragement from team members can make students more confident, happier, and boost their self-confidence. This is especially true in collaborative learning. The objectives of this study are to reveal how collaborative learning develop self-confidence of the students and to reveal how collaborative learning enhance the speaking performance of the students. Also, this study seeks to analytically describe the extent to which students' self-confidence has correlation with students' speaking performance in collaborative learning. Mixed quantitative-qualitative methods were employed in this study, which involved sixteen students in conversation class from British English School Makassar. The data were obtained through self-confidence questionnaire, speaking test, and interview. The result of this research showed that (1) collaborative learning develop self-confidence of the students by providing them with opportunities to engage in discussions, share ideas, and interact with their peers, (2) Collaborative learning enhances the speaking performance of the students by creating an interactive and supportive learning environment, and (3) there is a positive and significant correlation between the students' self-confidence and students' speaking performance in collaborative learning at British English School Makassar. The findings of this research can contribute to enrich the proper media in improving students' self-confidence when speaking English in formal and informal institutions in Indonesia.

Keywords: Self-Confidence, Speaking Performance, Collaborative Learning

1. Introduction

Over the years, English has been an integral part of education and officially taught as a foreign language in the country since 1950. The status of English in Indonesia is well documented in the state decree number 096/1967 of the Ministry of Education and Culture of the Republic of Indonesia. This status clearly defines English as a foreign

language and as a compulsory subject within the curriculum from secondary schools to tertiary levels throughout the country.

The role of English as a foreign language has undergone through important phases of development. One striking development is the growing tendency to place English equally important as science education as an impact of globalization. With the development of science and technology, English has gained wider acceptance as an important tool for international communication, especially in establishing bilateral cooperation with other nations. The number of people aroundthe globe learning and using English as a second or foreign language (L2) has exceededone billion(Crystal,1997). Many non-English speaking industrialized countries devotetheir effort to students' English language education because English serves as thelanguage of international commerce and various communities such as tourism, politics,and science (Brown, 2000). This impact has led English to gain status as 'lingua franca'.

English is used in almost every corner of the world; it is spoken by more than a billion speakers around the world. Native speakers of English constitute about a quarter of the total number of speakers, whereas the rest of the speakers use it as a second or foreign language (Alqurashi, 2022; Crystal, 1997). Therefore, it has become the world's lingua franca, a language that can be labelled as an international language. For this reason, it became a necessity for most people to be able to communicate in English since the English language is a globally acknowledged means of communication, at least in business, science, and technology. So, people from different regions with different languages could meet and communicate easily using English (Wang & Tseng, 2020; Zughoul, 2003).

Given the importance of English as a lingua franca in Indonesia, teaching English needs to be done at an earlier age, for instance, from the elementary school level. This is relevant to what is shared by Jianbin and Jiayan (2010) and Wang and Vasquez (2012) that the teaching of English needs to be oriented earlier in order to provide students with some competencies to communicate and compete with people in a global world. Unfortunately, with regard to the 2013 Curriculum, Ministry of Education and Culture of the Republic of Indonesia (Kemdikbud, 2013), English is officially introduced to students at junior high school level. According to the curriculum, one of the objectives of learning English is to achieve the goal of communication in a social context to build students' character education for both academic competence and social competence. Thus, the patterns of teachers' approaches in teaching English are very important since students at junior high school have unique characteristics to produce optimal learning outputs. The characteristics of junior high school students are easily stimulated by dynamic, challenging and fun activities (Harklau, 2007). Therefore, students will find themselves interested in

learning when teachers deliver their lessons using fun, non-boring, and contextual ways that are relevant to their daily life.

Scholars have regarded English as a global language that connects people from all over the world (Andries & Lengkoan, 2023). Learning English as a second language can help students connect with people worldwide and improve their job opportunities in today's global economy (Shofwani et al., 2019). English is crucial in many parts of our lives. It's used widely in education, business, socializing, politics, and entertainment (Silalahi et al., 2024). English has a big influence globally, including in Indonesia. The Indonesian government sees how vital it is to teach English in both formal schools and other learning settings. In Indonesia, English is considered more important than other foreign languages (Shofwani et al., 2019). Hampp (2019) suggests that Indonesian students should start learning English early to keep up with modern changes. Learning English early is important because language affects how people behave, especially in Indonesia. English education focuses on four main skills: listening, reading, writing, and speaking.

Vitality of the language skill and its importance in the world of global economy is apparent in a scholar's statement.Richards (2008) argues that one of the simple facts of life in the present time is tht the English language skills of a good proportion of its citizenry are seen as vital if a country is to participate actively in the global economy and to have access to the information and knowledge that provide the basis for both social and economic development. He convinces that central to this enterprise are English teaching and English language teacher education.However, the learning and teaching of English in Indonesian tertiary education has faced some challenges. More and more tertiary learners find it difficult to read and understand academic text in their respective subject disciplines. Recent investigation of the reading behaviour of EFL learners in Indonesia demonstrated that their main motivation to read was for fulfilling the assignment (Erna Iftanti, 2012).

Other teaching practitioner claims that even though English is officially taught throughout secondary schools and at the university level in Indonesia, competence in this foreign language among high school and university graduates is generally low. Only students coming from the middle and upper socio-economic classes have the easy access and opportunity to enhance their English proficiency beyond that of their peer level through other means such as private courses, computer-aided language instruction, and exposure through Western-influenced TV channels, foreign movies, and networks with expatriate communities (Lie, 2007). Outside the academic and professional worlds, English has never been widely used as the lingua franca of the majority of the population. Yet, there have been a growing number of speakers of English ranging from near native level to broken English use especially among the

young, urban middle class segment of the population Propositions and believes about the unsatisfactory performance of EFL learners from teaching practitioners brought important issues both present and future development of reading research.

Speaking is an important skill in learning and teaching English (Shofwani et al., 2019). Learning how to speak well is very important for students because it helps them talk with others, share their thoughts, and communicate clearly (Silalahi et al., 2024). According to Chaney (1998), speaking means using words and gestures to share and understand information in different situations. Many Indonesian students find it hard to speak English well. Their short answers show how their English teachers teach them (Shofwani et al., 2019). Faridi et al, (2014) suggested that performing arts involve individuals or groups working together at a specific time. When speaking in a group, each person contributes to the conversation, creating a message during the activity. This kind of talk often leans towards monologues rather than dialogues. Speaking is crucial when learning and teaching English. Permatasari and Bharati (2015) discovered that English language students are not very active when speaking in foreign language classes. So, the way teachers lead classes has a big effect on how students learn. To help kids speak better, teachers can use methods that focus on them. Learning this skill helps students achieve the goals of learning English. It also enables them to communicate effectively with native English speakers (Shofwani et al., 2019).

Self-confidence plays a crucial role in motivating students to improve their speaking skills. When students feel confident, it inspires and encourages them to do better (Silalahi et al., 2024). Benabou & Tirole (2002) discovered that students who believe in themselves speak fluently and confidently. So, Feeling sure about themselves is key for students to want to get better at speaking. When students believe in themselves, it encourages and drives them to improve. In classrooms, students need self-confidence to show they know their subjects well. Confident students talk easily with others, communicate clearly, and feel more driven to do well in school, especially in subjects like English that demand strong language skills. Speaking confidently is a key part of mastering English (Silalahi et al., 2024). According to Rakhmat (2005), people who lack confidence often avoid talking and stay quiet in conversations. According to Myers (1988), people who are self-confident speak confidently, remain calm when talking, and communicate effectively using clear and simple language. This shows that how well someone speaks is affected by their psychological traits, particularly their level of self-confidence. Positive feedback and encouragement from team members can make students more confident, happier, and boost their self-esteem. This is especially true in collaborative learning (Schulze, 2022).

Collaborative learning, where students work together, has become very popular as an active way to learn (Barkley et al., 2014). Studies have shown that working in groups can help students think more critically, embrace diversity, overcome fear, and build

self-confidence (Gokhale, 1995; Kirschner et al., 2018; Laal & Ghodsi, 2012; Roberts, 2004). In collaborative learning, tasks are done one after another, with everyone working together on each part step-by-step (Dillenbourg, 1999).

The well-known collaborative learning expert, Bruffee (1999), says that working together helps students connect the different areas of knowledge they belong to and the knowledge their professor has. This idea challenges traditional views of power and authority, suggesting that knowledge is created through social interaction rather than just passed down from professors to students . Roschelle & Teasley (1995) describe collaboration as people working together in an organized way to solve a problem.

Several studies have been conducted related to the use of the collaborative learning approach to improve students' speaking skills. The first study by Yuh and Kaewurai (2021) carried out a study titled An Investigation of Thai Students' English-speaking Problems and Needs and the Implementation of Collaborative and Communicative Approaches to Enhance Students' English-speaking Skills. They researched Thai students' English-speaking problems and how collaborative and communicative methods can help. They involved 100 students, 20 teachers, and eight specialists through structured interviews. The study found that students struggled with grammar, vocabulary, pronunciation, and understanding accents. Classroom issues included teacher-centered methods and negative feedback. Students also felt afraid of being mocked and lacked confidence. They suggested using group work, role-playing, and interactive games to improve skills. Films and audio made learning more engaging. Overall, these collaborative methods helped improve students' English-speaking abilities.

In the second study by Ayyub et al. (2021) completed research entitled Promoting the Students Speaking Skill by Implementing Collaborative Learning Method in Teaching Speaking Skill. This study examined how Collaborative Learning can improve students' speaking skills in the second semester of the English Education program at Muhammadiyah University in Makassar. It used a quasi-experimental design called the non-equivalent control group design, with purposive random sampling to choose 38 students. These students were divided into two classes: II G (experimental) and II C (control). A speaking test was used as the instrument to measure speaking skills. The results were analyzed using SPSS 25, which showed that the significance value (sig 2-tailed) was 0.000, which is less than 0.05 for both accuracy and fluency. This means that the first null hypothesis, stating there is no significant difference between pre- and post-test scores for students' speaking skills, was rejected. The research concluded that using Collaborative Learning to teach speaking improves students' accuracy and fluency.

The third study by Pattanpichet (2011) conducted research titled The Effects of Using Collaborative Learning To Enhance Students' English Speaking Achievement. This study looks at how working together in groups can improve students' speaking skills. It involved 35 university students taking a basic English course at Bangkok University. The researchers used tests before and after the group activities to compare the students' speaking performance. Students also kept diaries, filled out a four-scale rating questionnaire, and took part in semi-structured interviews at the end of the course to give feedback on the group learning. The data was analyzed using various statistical methods. The results showed that the students' speaking skills improved, and they liked the group learning activities. The study also offers suggestions for future research and teaching methods.

In conclusion, the researcher found out that the majority of the research was conducted directly or indirectly with collaborative learning, and she confirms that collaborative learning is an approach that can help students improve their proficiency in the target language, motivate them to talk or engage with others in the classroom, boost motivation, and make the teaching-learning process more pleasurable. However, this research has similarity and difference with the previous study. The similarity is that all researchers use collaborative learning to improve students' speaking performance which the differences are that this study focuses on self-confidence, and uses different locations for the research.

Self-confidence is an important part of learning and is interesting to study in various situations, especially for senior students in informal schools. The British English School in Makassar, South Sulawesi, also faces issues with students' self-confidence, fear of making mistakes, and anxiety. The researcher observed that these problems make it hard for many students to speak English. As a result, they often don't understand their teacher and are seen as unsuccessful in learning English. Sari (2017) said that students felt nervous and lacked confidence when asked to present in front of the class. They were scared of making mistakes while speaking.

Based on the statement above, the researcher tries to reveal how collaborative learning develop self-confidence of the students, to reveal how collaborative learning enhance the speaking performance of the students, and analytically describe the extent to which students' self-confidence has correlation with students' speaking performance in collaborative learning. Understanding how collaborative learning impacts self-confidence can improve language teaching methods, making learning more effective and enjoyable. This approach reduces fear and anxiety, encouraging students to speak more freely and comfortably in a second language, which boosts their confidence and participation. The findings of this research can contribute to enrich the proper mediain improving students' self-confidence when speaking English in formal and informal institutions in Indonesia.

2. Literature Review

- Self-Confidence

Self-confidence is the feeling of trusting and believing in your own ability to do things well. According to Griffee (1997), self-confidence is crucial for communicating with others. It involves feeling secure, comfortable, and ready to speak. A speaker's confidence can be affected by their personality and surroundings. Having self-confidence is believed to help students understand and speak better.

The term 'confidence' comes from the Latin word 'confidentia', meaning 'to have faith' and 'to trust' (Lland, 2013). Self-confidence is when a person recognizes their own abilities, loves themselves, and is aware of their feelings and emotions (Hambly, 1997). Mutluer (2006) describes self-confidence as feeling good because of positive thoughts and emotions. According to Preston (2001), when learners believe in their abilities, they can learn more easily and complete tasks without distractions that might slow them down. Self-confidence plays a key role in everything learners do, especially when it comes to achieving goals they care about the most (Kakepoto et al., 2012). Confident learners set specific goals, trust in their abilities, and know how to reach those goals. They also strongly believe they can succeed (Murray, 2006; Tracy, 2008).

- Collaborative Learning Approach

Dillenbourg (1999) defined collaborative learning as any situation where two or more people work together to learn something. Collaborative learning is when students work together in groups to finish tasks, solve problems, or create something. It helps make learning easier and more enjoyable. When students work in groups, they feel more comfortable, share their knowledge, and learn a lot from each other. Even students who might be struggling can do well in group projects. Working in groups also makes students more motivated and excited about their tasks. This leads to better results. It saves time and reduces stress because they share the workload. In groups, students become more motivated and independent. They feel proud discussing projects with their friends, gain confidence, and become more self-reliant (Rao, 2019).

Collaborative learning is a method where students work together to solve a problem or complete a task (Wu et al., 2017). This approach helps boost students' critical thinking and confidence in solving problems (Whiley, 2017). For learning English speaking skills, collaborative learning helps students build their confidence by practicing speaking with their peers before speaking in front of a larger audience. According to Vygotsky's socio-cultural theory (1978), students first communicate in English with their classmates, which helps them feel more prepared and less anxious when speaking independently later. One effective way to

get students ready for speaking in front of others is to have them practice with their peers (Geetha & Karthiga, 2020). In summary, collaborative learning is a helpful strategy for building confidence and preparing students for speaking tasks.

Ghufron & Ermawati (2018) found that collaborative language learning involves using group methods in a planned and organized way. Successful group learning in collaborative learning has certain features, including (1) Positive Interdependence: Everyone in the group depends on each other, meaning that each person helps the group succeed, and the group helps each person succeed, (2) Individual Accountability: Each group member is responsible for contributing to the group's success and completing their own part of the work (3) Face-to-Face Interaction: Group members work closely together, supporting each other and working on activities to reach their goals. This close interaction can improve their chances of success, and (4) Social Skills: Group members need to trust and respect each other, speak clearly, support one another, and handle disagreements in a positive way. This helps build mutual respect and effective communication.

- Speaking

According to Thornbury (2005), speaking is a lively and real-time activity. It lets you express yourself and communicate with others in a spontaneous and unexpected way. However, teachers should remember that in an EFL (English as a Foreign Language) setting, students often hesitate to speak in English because they know they make mistakes. Speakers need to be careful with grammar, choose the right words, and organize their sentences so the listener can understand them clearly.

To help students speak well in ESL and EFL classrooms, teachers need to provide clear guidelines. Speaking is important because people use it to share their opinions, ideas, feelings, and beliefs. Since speaking in English can be challenging, teachers should use informal or low-pressure activities, especially at the beginning of a course. This helps students practice talking about course topics and feel more comfortable speaking in class.

According to Liao (2009), speaking is an art that can be improved by learning its principles, studying examples, and practicing. This idea is important whether the goal is for students to learn through speaking or to learn how to speak better. In Indonesia, teaching speaking is challenging because many teachers focus more on content than on practice. This is a problem because practice is crucial for improving learning. Many factors need to be considered to enhance education, as each one plays a role in boosting student learning.

3. Methodology

The design of the present study used mixed quantitative-qualitative methods to reveal how collaborative learning developed self-confidence of the students at British English School Makassar and enhanced their speaking performance. One group participated in both a pre-test and a post-test to align with the research question.

The population of this study consisted of students from British English School Makassar. The students participated in conversations designed for teenagers. The total number of participants was 16 students. One class was selected as a sample for the research. The cluster random sampling technique was adopted. This meant that the class was randomly selected based on its similar characteristics and not for randomly individual.

The instrumentsused in this study consisted of three items, they were self-confidence questionnaire, speaking test and interview. The procedure for collecting data consisted of pre-test, treatment, and post-test. The questionnaire was used to evaluate students' self-confidence, while thespeaking test measured their speaking performance. Additionally, interviews were conducted to gain deeper insights into their experiences and perceptions.

Data analysis regarding self-confidence was based on obtained information from the questionnaires. The questionnaires were categorized into five categories and the analysis was conducted using SPSS 20.Speaking test was performed to find out the score and mean score of each student. The data were collected through the test that analyze quantitatively. The percentage of scores, mean scores, and standard deviation were used to determine the student's performance. The way of getting score based on the analysis scoring systems. The scoring system was based on the speaking performance pre-test and pos-test. To help the researcher to classify the students' speaking performance in pre-test and post-test, the researcher used the following rate scale. There were five components of speaking performances namely pronunciation, grammar, vocabulary, comprehension and fluency (Brown: 2001). But according to Heaton (1989) there were three components of speaking performances namely accuracy, fluency and comprehensibility. However, only three components were measured in this research, namely accuracy, fluency and comprehensibility. Finding the students' mean score, and standard deviationof both pre-test and post-test were calculated using SPSS 20 (Statistical Product and Service Solution) analysis.The data obtained from the questionnaire on students' self-confidence and students' speaking scores were analyzed by using Spearman rho through Statistical Package for Social Science (SPSS) version 20.

4. Results

In this research, the data resultswere found from questionnaire, speaking test, and interview in order to answer the research question. The results and discussion of this research were presented as follows.

1. Students' Self-Confidence

Table1 The Frequency and Percentage of the Pre-test

No	Score	Classification	Frequency	Percentage
1	51-60	Very Confident	0	0
2	41-50	High Confident	0	0
3	31-40	Average Confident	2	12.5
4	21-30	Low Confident	8	50.0
5	12-20	Not at all Confident	6	37.5
Total			16	100

Table 1 presented the findings of the pre-test on students' self-confidence. It showed that none of the students (0%) were classified as very confident and high confident Only 2 (12.5%) students demonstrated an average level of confidence, while the majority, 8 (50%) students, were categorized as having low confidence. Furthermore, 6 (37.5%) students were found to have no confidence at all. These results indicated that most students (87.5%) exhibited either low and no self-confidence before the intervention or treatment. This revealed a significant lack of self-confidence among the participants, which may have impacted their performance in learning activities, particularly in speaking performance.

Table 2 The Frequency and Percentage of the Post-test

No	Score	Classification	Frequency	Percentage
1	51-60	Very Confident	8	50.0
2	41-50	High Confident	6	37.5
3	31-40	Average Confident	2	12.5
4	21-30	Low Confident	0	0
5	12-20	Not at all Confident	0	0
Total			16	100

The data showed that most students (16 students) had good self-confidence. It followed with very confident, eight students had very confident, and two students had average confidence. There were no students with low confident and not at all confident. The table above shows that the students' self-confidence at British

English School is very confident. The result of the interview from excerpts 1 to 5 below support the data.

Excerpt 1:

"I believe I am very confident in speaking because I understand of English vocabulary. However, preparation before speaking helps me a lot, as it reduces nervousness during public speaking. When speaking English in front of the class, I feel very nervous, but I remind myself that everyone is capable of learning. Feedback from teachers and friends affects my confidence to some extent. My previous speaking experiences have helped me become more confident, as I used to be very shy and unsure about pronouncing English words, but now I can do it. I also feel more confident when my environment and friends are supportive, as they respect and encourage me. I am about 85% confident in my pronunciation and fluency, but I still need improvement. Having a good understanding of the material increases my confidence because it makes it easier to comprehend. Additionally, my appearance, such as clothing and posture, significantly impacts my confidence. When taking a writing or speaking test, I always dress well because I am usually recorded by my teacher. Lastly, smiling and making eye contact while speaking boost my confidence, as it indicates that people are interested in listening to me." (R1)

Excerpt 2:

"I believe I can speak English well because I can already communicate with my friends in English. Preparing before speaking helps boost my confidence as it ensures that my language is correct. When speaking English in front of the class, I feel confident, and feedback from teachers or friends does not negatively affect me, instead it helps improve my skills. My previous speaking experiences have made me more confident in conversing with friends in English. Regardless of the classroom environment, I will always maintain my confidence. However, I still feel that my pronunciation and fluency need improvement, as I often make mistakes in both writing and speaking. A good understanding of the material enhances my confidence since it influences how I speak. Additionally, my appearance, particularly my posture, increases my confidence because it helps me feel more in control of what I want to express. Lastly, making eye contact and smiling make me feel noticed, which boosts my enthusiasm for speaking." (R2)

Excerpt 3:

"I believe I can speak English well because I have been learning it. However, preparing before speaking helps me feel more confident because it allows me to speak more smoothly. When speaking English in front of the class, I feel a little nervous but I try my best. Criticism or suggestions from teachers and friends help me improve because they show me my mistakes and what I need to learn. Previous

speaking experience also makes me more confident since it helps me get used to it. I feel more confident when my classmates support me, as a quiet and focused environment makes it easier to speak without distractions. I feel quite fluent in English, but sometimes I still hesitate when speaking. A good understanding of the material helps me feel more confident because I already know what I am talking about. My appearance, including clothing and posture, also affects my confidence, as I feel less comfortable when I do not look presentable. Smiling and making eye contact help increase my confidence because they can hide my nervousness while speaking." (R3)

Excerpt 4:
"I believe I can speak English well because I study the language. Preparing before speaking helps me improve, but I still do not feel confident when using English in front of the class. Criticism or suggestions from teachers and friends affect my confidence due to the pressure, but I see them as a way to evaluate myself. Previous speaking experience makes me more confidence since I am already used to it. I also feel more confident when my classmates are supportive because it helps me focus better on speaking. I am about 60% confident in my pronunciation and fluency, as I still lack vocabulary. A good understanding of the material makes me more confident because it helps me speak better. My appearance, including neat and proper clothing, also influences my confidence. Smiling and making eye contact help boost my confidence while speaking." (R4)

Excerpt 5:
"I believe I can speak English well because I always watch movies, memorize English songs, and practice frequently. Preparing before speaking helps boost my confidence. However, when speaking English in class, I sometimes feel nervous and afraid of making mistakes. Feedback from teachers or friends affects my confidence, but it is good because it helps me evaluate and improve my speaking skills. My past experiences in speaking have also helped me become more confident, especially when I attended English courses that required me to speak in class. A supportive environment, where classmates are not noisy or joking around, also increases my confidence. I am not fully confident in my pronunciation and fluency yet, but I continue to improve. Understanding the material well helps me feel more confident when speaking. My appearance, such as dressing neatly and politely, also influences my confidence. Additionally, smiling and making eye contact can make me appear more confident and reduce nervousness while speaking." (R5)

The results showed that the student had confidence in their ability to speak English, which was influenced by their habits. Preparation before speaking played

a crucial role in boosting their confidence. However, nervousness and fear of making mistakes were common challenges, especially when speaking in class. Feedback from teachers and peers positively impacted their confidence by helping them evaluate and improve their speaking skills. Past speaking experiences, particularly in English courses, contributed to increased confidence over time. A supportive environment, where classmates remained attentive and avoided distractions, also played a significant role in enhancing their self-confidence. Although the student was not yet fully confident in their pronunciation and fluency, they believed that understanding the material well helped them speak more confidently. Personal appearance, such as dressing neatly, influenced their confidence, while smiling and making eye contact helped them manage nervousness and establish a better connection with listener.

2 Students' Speaking Score

In the pre-test and post-test, the students were asked to tell a story. Then researcher measured the students speaking performance especially to accuracy, fluency, and comprehensibility. The second research question described students' score classified:

Table 3 The Frequency and Percentage of the Pre-test

No	Score	Classification	Frequency	Percentage
1	93-100	Very Good	0	0
2	84-92	Good	0	0
3	75-83	Fair	0	0
4	66-74	Poor	8	50.0
5	≤65	Very Poor	8	50.0
Total			16	100

Table 3 showed that the frequency and percentage of the pre-test that none of students classified into very good, good, and fair score. There were 8 (50.0%) students classified into poor score, and 8 (50.0%) students classified into very poor score.

Table 4 The Frequency and Percentage of the Post-test

No	Score	Classification	Frequency	Percentage
1	93-100	Very Good	9	56.3
2	84-92	Good	4	25.0
3	75-83	Fair	1	6.3
4	66-74	Poor	2	12.5
5	≤65	Very Poor	0	0
Total			16	100

The table 4 showed that the result of the post-test. It showed that great improvement of students' speaking score. There were 9 (56.3%) students classified into very good score, 4 (25.0%) students classified into good score, 1 (6.3%) student classified into fair score, and 2 (12.5%) students classified into poor score. None of students classified into very poor score. It showed that there was significance of students' score improvement. Finally, the frequency and the rate percentage of the post-test were higher than the pre-test. Based on the result above, it can be concluded that collaborative learning has significant effect in enhancing students' speaking performance.

The mean score and standard deviation of students pre-test and post-test presented in the following table:

Table 5 Mean Score and Standard Deviation of Pre-test and Post-test

Test	Mean	Standard Deviation
Pre-Test	65.13	5.19
Post-Test	87.50	9.42

The table 5 showed that the mean score and standard deviation of the pre-test and post-test. The mean score in pre-test was 65.13 and standard deviation was 5.19. In the post test, the mean score was 87.50 and standard deviation was 9.42. It showed that the students' mean score in the post-test increased significantly compared to students' mean score in the pre-test. It means that, after conducting the treatment, the mean score of post-test is higher than the mean score of pre-test (87.50>65.13). It can be concluded that collaborative learning enhance the speaking performance of the students. Furthermore, the data was supported by the interview result that could be showed in the following excerpts 6 to 10 below.

Excerpt 6:
"I feel more confident speaking in collaborative learning than individually because if I make a slight error in English pronunciation, my friends can help me correct it. It also helps me practice public speaking. Engaging in collaborative learning helps me feel more confident to express ideas because if I am unsure of the English for a word or sentence, they can assist me. Additionally, speaking in collaborative learning makes me more confident to speak in public because it allows me to practice speaking in front of others and I can be more confident in the future." (R1)

Excerpt 7:
"I feel more confident speaking in collaborative learning than individually because I do not feel alone or pressured. When I speak in collaborative learning, I know my friends can support me, and if I make a mistake, I do not feel embarrassed because

we are all learning together. Collaborative learning also helps me express my ideas better since I can listen to others and learn from them. Sharing my thoughts becomes easier because I feel less nervous, knowing that I am not the only one speaking. Speaking in collaborative learning also makes me more confident in public speaking because I get used to talking in front of others. Regular discussions in collaborative learning help me improve my speaking skills and manage my nervousness, so I can speak more clearly and effectively in a larger audience." (R2)

Excerpt 8:
"Speaking in collaborative learning makes me feel more confident than speaking alone because it happens in a smaller setting, which makes me feel more comfortable. In collaborative learning, I do not feel nervous because I am surrounded by friends who supportme, and we can learn together. It also helps me share my ideas more easily because I can listen to others and gain new perspectives. Knowing that I am not alone gives me the courage to speak up. Also, practicing in collaborative learning helps me feel ready for public speaking because I get used to talking in front of people. The more I join discussions with my friends, the better my speaking skills become, and I feel more prepared to speak in bigger crowds in the future." (R3)

Excerpt 9:
"Speaking in collaborative learning makes me more confident because I can share my ideas with support from my friends. Working together helps me speak more easily, as I can listen to others and learn from them. It also helps me improve my speaking skills without feeling too nervous since I know I am not alone. Additionally, if I make mistakes, my friends can help me fix them, which makes me feel more comfortable and motivated to speak." (R4)

Excerpt 10:
"Collaborative learning helps me feel more confident when speaking because I can share my ideas with others and get support from my group. It is easier to express myself when I work with my peers, as they help me if I make mistakes. Discussing topics together also improves my understanding, making me more comfortable when speaking. Also, practicing in a group prepares me to speak in front of more people, as I become used to expressing my thoughts clearly. Overall, learning with others gives me the confidence to speak better and naturally." (R5)

The interview results indicate that collaborative learning positively influences students' confidence in speaking. Participants expressed that working in a group provides support, allowing them to share ideas and receive assistance when needed. This collaborative environment helps reduce anxiety, improve understanding, and enhance overall speaking performance. Additionally,

practicing in a group setting prepares students for speaking in front of larger audiences, develop empathy and build good connections with their audience, making them feel more comfortable and their communication more effective.

3 The Correlation Between Self-Confidence and Students' Speaking Performance

Based on data collection and analysis of two variables; questionnaire of self-confidence and speaking test from 16 students at British English School Makassar, that have been classified into five categories to be correlated in Statistical Package and Service Solution (IBM statistics 20 SPSS), Spearman Correlation analysis is presented in the following table.

Table 4.6 Statistical Analysis of Correlation between Self-Confidence and Speaking performance

	Pre-Test		Post-Test	
	Correlation with Self-Confidence (r)	p- Value	Correlation with Self-Confidence (r)	p- Value
Speaking Performance	0.359	0.171	0.774	0.000

Description of statistical analysis, Spearman's rho above, shows that a significant positive correlation between two variables; self-confidence and speaking performance. Pre-test results showed a moderate correlation (r=0.359) between these variables, although this relationship did not reach statistical significance. However, post-test results demonstrated a strong positive correlation (r=0.774) with a statistically significant p-value of 0.000. This suggests that the intervention or treatment implemented likely strengthened the connection between self-confidence and speaking performance.

5. Discussion

The findings of this study indicate that self-confidence plays a crucial role in students' speaking performance, with initial pre-test results revealing low confidence levels that hindered their ability to communicate effectively. This aligns with Bandura's (1997) Self-Efficacy Theory, which emphasizes the impact of self-belief on performance. However, the post-test results demonstrated a significant improvement following the intervention, highlighting the effectiveness of collaborative learning in fostering self-confidence. Grounded in Vygotsky's (1978) Sociocultural Theory, collaborative learning provided students with meaningful social interactions that enhanced their confidence, as supported by Harmer's (2007) argument that low-pressure speaking opportunities contribute to skill development. Additionally, Smith and MacGregor (1992) emphasized that collaborative learning fosters a sense of belonging,

encouraging students to engage and share ideas more freely. The study further corroborates Silva and Flores' (2021) findings that self-confidence influences students' attitudes, motivating them to take risks and actively participate in learning activities. While confidence may not directly impact technical speaking skills, it significantly contributes to students' willingness to engage, overcome challenges, and enhance their overall speaking performance. Therefore, fostering self-confidence through collaborative learning is essential for improving students' speaking abilities, as it creates a supportive environment that encourages participation and reduces fear of failure.

Collaborative learning significantly enhances students' speaking performance, as evidenced by the substantial improvement in post-test scores compared to pre-test results. The majority of students advanced to higher proficiency levels, confirming the effectiveness of this approach in developing speaking skills. This aligns with Johnson and Johnson's (1999) theory, which highlights the benefits of small-group collaboration in fostering meaningful interactions, critical thinking, and communication confidence. Additionally, previous research by Dörnyei (2001) and Gillies (2016) supports these findings, emphasizing that collaborative tasks reduce anxiety, increase motivation, and provide valuable speaking practice in a supportive setting. Grounded in Vygotsky's (1978) Sociocultural Theory, this study reinforces the idea that learning occurs through social interaction, where students exchange knowledge and assist one another in developing fluency, accuracy, and comprehension. Moreover, collaborative learning offers distinct advantages over traditional methods by ensuring active participation, facilitating peer feedback, and fostering an engaging learning environment. Activities such as group discussions, role-plays, and pair work provide extensive speaking practice, allowing students to build confidence while refining pronunciation and grammar. Peer interaction further encourages risk-taking and experimentation with language, promoting deeper learning. The motivational aspects of collaborative learning also contribute to improved performance, as students feel a sense of ownership and accountability in group tasks. Empirical studies affirm that students engaged in collaborative speaking activities show greater fluency, accuracy, and confidence than those following traditional approaches. Therefore, integrating collaborative learning strategies into language instruction is essential for enhancing students' speaking proficiency, as it cultivates an interactive, supportive, and effective learning environment that fosters continuous improvement.

The analysis of the correlation between self-confidence and speaking performance reveals a significant relationship between these variables, particularly after the intervention. Initially, the pre-test results indicated a moderate correlation (r = 0.359) with a p-value of 0.171, suggesting that self-confidence did not strongly influence students' speaking abilities at that stage. However, the post-test results demonstrated a strong positive correlation (r = 0.774, p = 0.000), indicating that the intervention

effectively enhanced students' self-confidence, which consequently improved their speaking performance. This finding underscores the critical role of self-confidence in language learning, as students with higher confidence levels are more likely to participate actively, engage in discussions, and articulate their thoughts without hesitation. Increased self-confidence also helps students overcome anxiety and fear of making mistakes, leading to greater fluency and accuracy in speaking. Moreover, self-confidence is a crucial psychological factor that influences motivation, learning behavior, and overall academic success. Previous research highlights the importance of teachers in fostering self-confidence through encouragement, positive reinforcement, and the creation of a supportive learning environment. When students receive constructive feedback and experience a positive classroom atmosphere, their confidence grows, enabling them to perform better in speaking tasks. Therefore, this study provides strong evidence that self-confidence significantly contributes to improved speaking performance, and targeted interventions, such as collaborative learning and confidence-building activities, can be effective strategies for enhancing students' oral communication skills.

6. Conclusion

In conclusion, collaborative learning develop self-confidence of the students by providing them with opportunities to engage in discussions, share ideas, and interact with their peers. Through collaborative learning activities, students become more comfortable expressing their thoughts, which gradually enhances their confidence in speaking. Collaborative learning enhances the speaking performance of the students by creating an interactive and supportive learning environment. Factors such as peer feedback, group discussions, and shared learning experiences help students improve their accuracy, fluency, and comprehensibility. There is a positive and significant correlation between the students' self-confidence and students' speaking performance in collaborative learning at British English School Makassar.

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