TECHNOLOGY-BASED COLLABORATIVE LEARNING (TBCL) TO ENHANCE STUDENTS’ SPEAKING PERFORMANCE DURING THE COVID-19 PANDEMIC

BELAJAR KOLABORASI BERBASIS TEKNOLOGI UNTUK MENINGKATKAN KEMAMPUAN SPEAKING SISWA SELAMA PANDEMI COVID-19

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ABSTRACT
This research aims to investigate the integration of technology for students to learn collaboratively in practicing their speaking. This study took another possible way to use the google meet link through Google classroom to meet students and improve their speaking on different topics. This research applied a pre-experimental study. In semester six, the population was all students, English department Universitas Borneo Tarakan. Through random sampling, the samples were Class A consisting of 31 students. The instrument was a spoken test administered as a pre-test and post-test and speaking scoring rubric and the data on students’ speaking was analyzed using SPSS 17. The result showed the value of t-count greater than t-table (26.372 > 2.042), and a p-value less than α (0.000 < 0.050) which means that there are significant differences between pre-and post-by-paired t speaking measured scoring. As a result, technology-based online collaborative learning can significantly increase the total score of students’ speaking skills in English. This research was expected to contribute to the body of knowledge on how technology brought a change and opportunity to keep learning during pandemics and this study also tended to assist the students to improve their spoken language.

Keywords: Technology, Collaborative Learning, Speaking Performance, Pandemic

ABSTRAK
Penelitian ini bertujuan untuk meneliti bagaimana teknologi berpesan dalam belajar secara kolaboratif untuk meningkatkan kemampuan berbicara siswa. Studi ini menyelidiki penggunaan teknologi yang terhubung dengan google meet melalui Google classroom dalam meningkatkan kemampuan berbicara siswa dengan topik yang berbeda. Penelitian ini merupakan penelitian pre-eksperimental dengan sampel pada semester enam yang populasi adalah seluruh mahasiswa jurusan Bahasa Inggris Universitas Borneo Tarakan. Melalui random sampling, sampelnya adalah Kelas A yang terdiri dari 31 siswa dan instrumen yang digunakan adalah tes speaking dengan penggunaan...
Rubrik penilaian pada pre-test dan post-test dan speaking dan data kemampuan berbicara siswa dianalisis menggunakan SPSS 17. Hasil penelitian menunjukkan nilai t-hitung lebih besar dari t-tabel (26372 > 2042), dan p-value lebih kecil dari (0,000 < 0,050) yang berarti bahwa terdapat perbedaan yang signifikan antara skor t-test berbicara sebelum dan sesudah berpasangan. Hasilnya, pembelajaran kolaboratif online berbasis teknologi dapat secara signifikan meningkatkan skor total keterampilan berbicara bahasa Inggris siswa. Penelitian ini diharapkan dapat memberikan kontribusi pada pengetahuan tentang bagaimana teknologi membawa perubahan dan kesempatan untuk terus belajar selama pandemi dan penelitian ini juga cenderung membantu siswa untuk meningkatkan bahasa lisan mereka.

**Kata kunci:** Teknologi, Pembelajaran Kolaboratif, Performa Berbicara, Pandemi

**INTRODUCTION**

When students learn to interact with other students in the classroom, they develop their social process through collaborative learning. Students can participate to express their ideas and opinion, solve the problem, perform the task together, monitor how they learn and improve, and teach each other mutually (Bereiter & Scardamalia, 2006). In other words, Subandoro and Sulindra (2018) stated that in the educational world collaborative learning has been applied broadly, including in language teaching and learning. Collaborative learning has become more and more popular in the past decades and lots of research has been done on it since then. As information and technology grow, collaborative learning has been reinforced by technology, including collaborative learning software. This type of learning is facilitated by what are called virtual tournaments for learning. The integration of technology and education creates more joyful learning. The key component of these activities is the negotiation of meaning among the learners within the setting of joint activity (Stahl, et.al., 2006). Moreover, Chai and Tan (2010) stated that collaborative learning will be more beneficial when ICT involves the several following areas as the establishment of common goals, clear division of work/job sharing, clear individual and group accountability, and high interactivity, positive interdependence, and mature group processing.

Since face-to-face learning is replaced by the virtual classroom during the pandemic, this platform of e-learning can cut travel time and costs. Besides that, e-learning can go beyond the limit of conventional learning such as time, space, and distance (Subandoro & Sulindra, 2018). E-learning, as stated by Khan (2005), is “many advantages can be found in the implementation of an innovative approach for delivering well-designed, learner-centered, interactive, and facilitated learning environment to everyone, anyplace, anytime by utilizing the attributes and resources of various digital technologies along with other forms of e-learning materials suited for open, flexible, and distributed learning environment”. Life-long learning is the highest aim of e-learning systems; to deliver knowledge without boundaries to everyone nearby and overseas, and to
give a chance to everyone across the globe. It evolves with the advancement of network and web technology (Alkhuder & Alali, 2017).

Bhat (2018) stated that using Google Classroom (GC) is a more popular platform than E-Learning. The study focused on the impact of the usage of Google classroom as an E-Learning tool as different from the traditional methods of learning. As a result, the use of E-learning not only innovates the teaching-learning process but can also essentially increase achievement. In addition, the graphical representations are portrayed through the E-Learning tool as opposed to the traditional manual way of submission. The assignments submitted through manual mode are prone to handwriting and violation of deadline issues, while the Google classroom submissions seem to be impervious to these issues. Nowadays, EFL learners are demanded to be able to comprehensively speak English in their lives. College students, for instance, will require English speaking skills for building networking, idea exchanges, presentations on academic seminars, and daily conversation (Ramli, 2017). Urgently since coronavirus 19 hit the world, the intensity of communication is significantly high through voice/video calls, conferences, and spontaneous communications among people around the world. This research was expected to assist the students to develop their speaking skills accurately, fluently, and comprehensively to be involved in the globalization era.

REVIEW OF LITERATURE
Information, communication, and technology in ELT

Digital technology's emergence positively affected human life, including the successful trend in academia in the industrial revolution 4.0 and the globalization era. In English Language Teaching (ELT), the need for teachers to be able to teach and learn integrated and collaborative with technology is demanded. Using different technological tools like computers, smartphones, speakers, applications, and other online platforms on the Internet has changed the traditional classroom into a modern Information and Communications Technology (ICT) based classroom (Ramli, 2017). In traditional education processes, away from ICT, students had to go to school, find the right classrooms, pay attention to the instructors, spend time in libraries, and interact with others for all of that to be suitable for students, requirements elicitation was rather a difficult process to apply to e-learning because of the extended domain range over the web ((Alkhuder & Alali, 2017). “Teachers will not be replaced by technology, but teachers who do not use technology will be replaced by those who do.” According to Chai and Tan (2010), there is a lot of emphasis on integrating technology in the classroom through innovative teaching strategies that focus on enabling students to achieve the desired learning objectives.

ICT could support collaborative learning in three main ways: (1) As an interpersonal communication tool to support collaborative learning strategies that are used in face-to-face settings; (2) computer-supported collaborative work where the learners work on a common document; and (3) computer-supported collaborative learning where the focus is to support negotiation of meaning among a group of learners (Chai and Tan (2010). Many different methods have been
created to support teachers to adopt technology in education, especially in ELT. Today, web communication tools are available to students at home through several different online tools. According to Li & Lalani (2020), the way of teaching has been changed. It is more efficient and effectively reaches out to the students for learning through chat groups, video meetings, voting, and also document sharing, especially during this pandemic.

**Google Classroom facilitates collaborative learning**

The primary tool to use in teaching and learning nowadays is the mobile technology device (Mafa, 2018). This is supported by Islam (2019) identified learners’ perceptions (specifically the benefits and the challenges) of the technology-based google classroom implementation for learning English. Based on the research, it has been found that the best possible techniques for learning listening, reading, writing, and speaking are traced out in this research paper which can make the English language learning through Google classroom a success. Google Classroom facilitates collaborative learning; learners can collaborate with the teachers as well. Teachers on the whole play the role of facilitator in a class. Therefore, the future work of this research will include the perception of teachers in terms of using Google classroom for teaching English.

Nizal (2016) in their research found that Google classroom is effective as an active learning tool in the areas of ease of access, perceived usefulness, communication and interaction, instruction delivery, and student satisfaction with the Google classroom learning activities. Additionally, Osman (2017) concluded that the Google classroom application was applied to teach efficiency of educational college students in each of its levels (planning, execution, and evaluation) and academic achievement in computers. Besides, Mafa (2018) argued that when learners are distant from everyone else, through the utilization and help of Google classroom, they have the opportunity to learn and comprehend ideas effortlessly without a push. Learners can be in class even when they are boarding any form of transport.

Moreover, Subandoro and Sulindra (2018) found that Google classroom has been proven a supportive learning management system according to the students, proven useful to foster the process of the writing process, during the revision stages, and felt by the students to be the answer of ‘mobility in learning and to speed up the learning process, beyond time and spaces. Google Classroom is an effective platform for educators to use for a variety of educational purposes and can increase student engagement. Google Classroom supports all areas of their practice including but not limited to: university-wide standalone workshops, support for in-house student conferences, faculty-based sessions, distance learning support, and open communication forums. There is still much to do and learn in establishing whether google classroom can be used effectively in creating a sense of community through the shared want to improve academic practice however, the platform can be effectively used, with limited effort, to support student learning (Beaumont, 2018). Therefore, it showed a good students’ attitude toward the use
of Google classroom (Sepyanda, 2018) as long as it can be a simpler and more creative way of teaching using Google classroom (Azhar & Iqbal, 2018).

Generally, almost all of the recent research concluded that Google classroom has a confident result as a learning media in teaching performance. The positive effect of engaging Google classroom in English teaching and learning has been realized by many experts, the findings of Fonseca (2019) uncovered that the implementation of Google classroom carries benefits that agree with students and teachers to comfort the teaching and learning. Students stated that they can rehearse their skills mainly for academic and non-academic purposes in an engaging, attractive space; lastly, students and researchers pointed out that the experience using Google classroom was more satisfactory than other platforms. Collaborative learning using Google classroom is highly recommended on how the modification and adjustments can be made to develop the area of usage and to improve the quality of collaborative learning in ELT (Subandoro and Sulindra, 2018). More reflection and evaluation on the current results of collaborative learning are suggested to be done by educators in ELT using ICT. In addition, despite some related previous studies using Google classroom in improving language performance, this current research focused on students’ speaking performance through collaborative learning in Google classroom using Google meet link.

This research was conducted by integrating technology into classroom activities. Since the students learned from their homes, they learned to collaborate and met their friends in a virtual room. This research created a Google classroom and involved students joining. Commonly this application was used to submit any assignments/projects and writing activities. However, this current study generated a Google meet link to meet and collaborate on practicing their speaking in small break rooms. The selected topics were varied by the students’ world experiences like current issues, documentaries, and movie clips. They were encouraged to share their ideas and their friends responded and gave comments to find more students’ opinions and experiences. In the end, students performed their speaking with the provided topic as a posttest.

RESEARCH METHOD

The variables of this study consisted of Google classroom as the independent variable and speaking performance as the dependent variable. The population of this study was all English department students in semester 6 Universitas Borneo Tarakan. The samples were class A consisting of 31 students. This site was placed in a feasible area to assist the researchers to obtain easy access. Besides, the researcher was also one of the lecturers in the class to help the students learn their prior ability in speaking. The students were tested to acknowledge their prior speaking performance and their speaking record was submitted in Google classroom. The experiment was conducted in four meetings in break rooms. The break room and instruction were shared in Google classroom and students met in Google meet link. In the end, students were further tested to know the students’ speaking progress. The tests were recorded considering several
aspects such as; fluency, pronunciation, grammar, and comprehension (Brown, 2001). The tests were scored by considering fluency; how the spoken language flows, pronunciation; whether any errors or not in pronunciation, grammar; how the control of grammar is, and comprehension; accomplishing objectives of elicited tasks. In the beginning, a speaking pre-test through video recording was undertaken to explore the students’ speaking abilities. In engaging Google classroom and Google meet for teaching and practicing English speaking skills, students were asked to discuss any topics based on their own experience in their virtual small room, and later on, they reported what they have shared in their discussion where the teacher can listen to students' speaking. After the speaking report, the teacher also provided oral corrective feedback to complete collaborative learning. After giving treatment four times, a Post-test of students’ speaking performance was measured to assess whether online collaboration through Google meets directed by the teacher gave a significant improvement or not. The speaking video record was transcribed and rated by the experienced lecturers in teaching speaking as well as research. After all of the students’ speaking tests were scored by considering the criteria for assessing speaking (Harmer, 2003) the scores of all students were summed up, whether the pretest or post-test scores. The scores were calculated by using SPSS 17.00. Firstly, the student’s scores in each pretest and posttest were tested to know whether the data were normally distributed or not. If the data found was normally distributed, the data were calculated through the paired-sample significant test to compare the results of both tests.

FINDINGS AND DISCUSSION

Finding

1. Variable Fluency

Table 1. Summary Wilcoxon Test Results

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean rank</th>
<th>Sum of ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Positive</td>
<td>31</td>
<td>16.00</td>
<td>496.00</td>
</tr>
<tr>
<td>Same</td>
<td>0</td>
<td>16.00</td>
<td>496.00</td>
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<tr>
<td>Total</td>
<td>31</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Z</td>
<td></td>
<td>= -4.959</td>
<td></td>
</tr>
<tr>
<td>P-value</td>
<td>= 0.000</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Based on table 1, the calculated Z value was smaller than -Z table 5% (-4.959 < -1.960), and the p-value was smaller than the value of α (0.000 < 0.050), so H0 is rejected, which means the average ranking fluency levels before and after were different significantly. It can be concluded that all respondents experienced a significant increase in fluency levels.
2. **Pronunciation Variable**

Table 2. Summary of Wilcoxon Test Results

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean rank</th>
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<tr>
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<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Positive</td>
<td>31</td>
<td>16.00</td>
<td>496.00</td>
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<tr>
<td>Same</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ Z = -4.962 \]

\[ P-value = 0.000 \]

Based on table 2, the calculated Z value was smaller than \(-Z\) table 5\% (-4.962 < -1.960), and the p-value was smaller than the value of \(\alpha\) (0.000 < 0.050), so \(H_0\) is rejected, which means the average ranking pronunciation levels before and after were different significantly. It can be concluded that all respondents experienced a significant increase in the level of Pronunciation.

3. **Grammar Variable**

Table 3. Summary of Wilcoxon Test Results

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean rank</th>
<th>Sum of ranks</th>
</tr>
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<tbody>
<tr>
<td>Negative</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Positive</td>
<td>31</td>
<td>16.00</td>
<td>496.00</td>
</tr>
<tr>
<td>Same</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

\[ Z = -4.945 \]

\[ P-value = 0.000 \]

Based on table 3, the calculated Z value was smaller than \(-Z\) table 5\% (-4.945 < -1.960), and the p-value was smaller than the value of \(\alpha\) (0.000 < 0.050), so \(H_0\) is rejected, which means the average ranking of grammar levels before and after were different significantly. It can be concluded that all respondents experienced a significant increase in Grammar level.

4. **Comprehension Variable**

Table 4. Summary of Wilcoxon Test Results

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean rank</th>
<th>Sum of ranks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative</td>
<td>0</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td>Positive</td>
<td>31</td>
<td>16.00</td>
<td>496.00</td>
</tr>
<tr>
<td>Same</td>
<td>0</td>
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</tbody>
</table>
Based on table 4, the calculated Z value was smaller than -Z table 5% (-5.056 < -1.960), and the p-value was smaller than the value of α (0.000 < 0.050), so H0 is rejected, which means the average ranking comprehension levels before and after were different significantly. It can be concluded that all respondents experienced a significant increase in their level of comprehension.

5. The average comparison test between pre and post-test

<table>
<thead>
<tr>
<th></th>
<th>Average</th>
<th>St dev.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre</td>
<td>8.8065</td>
<td>1.79665</td>
</tr>
<tr>
<td>Post</td>
<td>17.8710</td>
<td>1.54363</td>
</tr>
<tr>
<td>t-count</td>
<td>= -26.372</td>
<td></td>
</tr>
<tr>
<td>t-table</td>
<td>= 2.042</td>
<td></td>
</tr>
<tr>
<td>p-value t</td>
<td>= 0.000</td>
<td></td>
</tr>
</tbody>
</table>

Based on the table above, the average total speaking score (pre) was 8.81±1.80, lower than the average total speaking score (post) of 17.87±1.54. To find out whether there was a significant difference in the average total speaking scoring score between pre and post, a paired t-test was performed. From the paired t-test, we get the value of t-count greater than t-table (26.372 > 2.042), and a p-value less than α (0.000 < 0.050), the decision was taken H0 is rejected, which means that there are differences in average difference significant between pre and post by paired t speaking measured scoring. It can be seen from Table 5 that the average increase in total speaking scores from pre and post, and the increase was significant. It can be concluded that technology-based online collaborative learning can significantly increase the total score of students' speaking skills in English.

Discussion

Based on the result of the study, the p-value was smaller than the significance value α (0.000 < 0.050) which meant Ho was rejected. It proved that students’ speaking performance was significantly improved after the treatment using google classroom (asynchronous) as the written instruction, discussion, and data collection and Google meet (synchronous) were used for online collaborative learning in speaking. The computation analysis showed there was a significant improvement in each variable (fluency, pronunciation, grammar, comprehension). The value of the pretest was 8.81 while the posttest was 17.87. The score of the t-count was higher than the t-table 26.372 > 2.042. Therefore, this study emphasized that the integration of technology like Google classroom and Google
meet to perform online collaborative learning for speaking practice was effective online learning during the covid19 pandemic.

Although, one of the challenges of online learning is inevitably an internet connection. Internet connection becomes a crucial part and limited internet access enables it to be a big worry in employing online learning (Gunathunga & Hewagamage, 2015; Putra, 2021). During covid19 pandemic Students at Universitas Borneo Tarakan come from outlying areas where internet access is not always reliable. As a result, teachers should facilitate online materials and resources, engage students in online discussions on inaccessible and friendly platforms, and provide more flexible online assignments outside of the classroom (Ramli, et al., 2022). Another challenge was the students’ awareness to attend the class and their participation because undeniably globalization is part of world development required to enable communication in an international context, English can bring a positive impact on youths to boost their personal and professional growth (Ramli, et al., 2021). To optimize the students’ online collaboration, it needed good communication or interaction to involve them in classroom activities. Both students and teachers sometimes faced technical problems to control the teaching-learning process. Students' attitude in class was able to hamper the flexibility of online teaching and learning because they have different confidence and capabilities.

Despite the challenges of online learning, online learning is still proven to be able to provide an interesting class and improve students’ learning progress and motivation. Some previous studies have also shown how technology was used for successful language learning. Putra (2021) in his study the Classroom Action Research (CAR) dealing with the use of Google Meet (GM) to improve the students’ motivation in learning English during online learning briefly concluded that the motivation of students to learn English by GM has been persuasively increasing from data analysis and reflection. In using Google meet, the students actively participate and engage in the teaching-learning process. Due to the GM application, the students were very enthusiastic to respond and answer some questions, and share their ideas related to the topic of the meeting. In addition, the increase in students’ motivation influenced student development to compose sentences correctly. In engaging technology for online speaking learning, Sumartini (2020) in their study improved the English-speaking skills on Daily Expression by Collaborative Learning and Willingness to Communicate (WTC) The result of this research, in the implementation of collaborative learning methods can provide opportunities for learners to lead to the success of learning practices. As technology for instruction, collaborative learning involves the active participation of students and minimizing differences between individuals. Therefore, there will be no students who are minders because of the shortcomings. It can be concluded that collaborative Learning can increase students' interest in learning to communicate in English in group collaboration.

Besides, Purwanto and Tannady (2020) applied the Technology Acceptance Model (TAM) to investigate the factors affecting behavior intention to use Google Meet amid online meeting platform competition in Indonesia. It
was found that using the platforms is easy, so the students will perceive the platforms' benefits, and it will increase a positive attitude towards the platforms. Users who perceive the benefits of platforms will have a positive attitude towards the platforms. Then, a positive attitude to the platforms creates interest in the acceptance of the platforms. The attitude variable plays a mediating role in this TAM. This paper's original research is the first research on applying the TAM to investigate the online meeting tool product's adoption during the Covid-19 pandemic, especially in Indonesia. Another study was by Pattanpichet (2011) who found that implementing collaborative learning can improve the students’ speaking performance and give positive feedback to the students. The findings also reveal positive outcomes both in terms of students’ improvement in their English oral performance and their opinions toward the use of collaborative learning as an instructional method in an English-speaking classroom. Based on the findings, it can be seen that the method can be of great use in developing the students’ competence and creating a positive learning atmosphere due to several reasons. Moreover, Cong-Lem (2018) revealed that employing web-based technology to assist L2 learners in speaking acquisition could enhance students’ L2 speaking performance. Applying WBLL will give benefits to L2 speaking ability and technology usage experience. However, teachers should play an active role in providing feedback and monitoring language learners’ L2 oral development in the web-based language learning environment. Besides, the teachers bear the weight and responsibility of teaching as the most vital factor in any educational system, and, apart from parents, are the main source of knowledge and values for children. They act as a pivot for the transmission of intellectual traditions and technical skills from generation to generation (Ramli, 2014).

Integrating technology for students to learn online collaboratively in speaking skills trained students’ active learning. It also provides students the experience of how to share ideas and technology use. Through this active learning, students understood their learning rather than memorization of facts and teachers motivated them to apply what they've learned to different problems and contexts; it gave students more control over their learning, and it teaches students how to learn while teachers monitored and facilitated their learning. Students who engage in active learning (like discussion, debate, and project-based) engage with the material, participate in class, and collaborate with one another. Students are doing more than just listening; the goal is skill development rather than information transmission; students participate in activities that promote higher-order thinking such as critical thinking, and analysis (Ramli and Rampeng, 2018).

CONCLUSION

The result of the study shows the value of t-count greater than t-table (26.372 > 2.042), and a p-value less than α (0.000 < 0.050) which means that there are significant differences between pre and post by paired t speaking measured scoring. Obviously, the use of google meets as the teaching medium combined with the use of speaking activities and classroom English was proven to be
effective to improve the students’ speaking skills and their confidence. It can be concluded that technology-based online collaborative learning can significantly increase the total score of students' speaking skills in English. The above studies were giving sufficient empirical findings that learning speaking can be delivered through varieties of technology in today’s situation. Choosing appropriate platforms is important for teachers to maximize online learning and digital interaction among students. Students-centered learning can be employed through collaborative learning such as discussion. This made learning more flexible and reachable since the students are studying from their homes. This is also affected by the creativity and innovation’s teachers to select the platform which matches the learning materials. The need to develop personal and professional aspects is important to optimize online learning.

ACKNOWLEDGEMENT

We thank Research and Community Service (LP2M), Universitas Borneo Tarakan to provide funding (DIPA), support, and guidance in completing this writing about the integration of technology for students to learn collaboratively in practicing their speaking. Besides, we would like to acknowledge with gratitude the students of the English Education Department, Universitas Borneo Tarakan as the samples of the research who sincerely contributed as the data sources.

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