

## Model of English Learning Based on Collaborative Theory to Improve Indonesian' Spoken Communication Ability

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### Abstract

English proficiency is a requirement that must be mastered by a student. The competition and the global society to force students to be fluent in English without having been uprooted from Islamic values. A teacher needs to be creative and innovative English language teaching so that learning English becomes attractive for students. finally student be motivated to continue learning English. The objective of this study is to know the effects of collaborative learning model; theory of behaviorism, cognitivism and constructivism on the improvement of English spoken communication ability. This study use quasi experimental design with Posttest-Only, Non-Equivalent Control Group Design. The sample of this research were student's of State Institute for Islamic Studies (IAIN) Palu. The instrument in this research was speaking English test ability. The tests were carried out in five times with different learning themes. Data analysis was performed by descriptive statistics and inference and presented in the form of percentages, frequency, min and statistical analysis in t test comparison (t-test) and Pearson correlation test. The researcher finds distribution of scores for the students' spoken communication ability posttest is normal and variance-covariance for the dependent variables is homogeneous across the independent variables. The researcher finds a significant difference between the experimental class taught by a learning model of three theories collaboration and controclass taught by conventional learning model. The result of students' spoken communication ability on first test had higher compared second test. Similarly, also with the students' spoken communication abilities between the second tests with the third test, the third test with the fourth test, and the fourth test with the fifth test was very significant. The researcher also finds increased English spoken communication ability in experimental class. Improvement of spoken communication is due to model of learning english based on collaborative theory

**Keywords:** Collaborative Learning Model, Theory, English Spoken Communication Ability

### 1. Introduction

In daily life, people need more time to communication. The most dominating forms of communication in social life is an oral communication. People need communication with others in providing information, obtain information, or even entertaining. Language is an important medium of communication in human life. As a means of communication that language is unique and universal. In reality the only man capable of communicating verbally. Language serves as a symbolic language, emotive and affective. as well as in the world of language education is an instrument of transformation of science and knowledge.

English is one of the languages widely spoken in the world. Graddol (1997: 10) mentions that there are three levels of English- speakers: (a) the first-language speakers to the number of 320-380 million, (b) the second-language speakers to the number of 150-300 million, and (c) the foreign-language Speers to the number of one biliion. Tonkin (2003:16) assumes that the only people who think that one can conduct all of one's affairs in this world through the medium of a single language are speakers of English. They feel as they do because of the notable spread of the English language in modern times to almost all corners of the globe and almost all domains of human endeavor. English is also the world's most studied language. There are hundreds of millions of people across the world who are studying or have studied the language.

Some countries have realized that the capability to master English is essential life skills for their countries in the future. Therefore, it cannot be denied that they develop English in their educational curriculum. Including in Indonesia, since the independent day, English has become a curriculum content which is inserted starting from the primary level up to the college. Durand (2006: 7) argues that mastering English is very important because almost all global resources of various aspects of life using English.

The State Institute for Islamic Studies (IAIN) Palu as an educational institution which adopts English as the core curriculum, teaches English as a tool to explore Islamic sciences or related skills such as education, Islamic law and Islamic communication. This approach is known as English for Specific Purposes (ESP). The main characteristics of ESP are: (1) Designed for adult learners, (2) To provide skills in accordance with the specifications of occupational profession, (3) It is usually given in a relatively homogeneous class. (4) It begins with a need analysis (Alwasilah 2010:119).The linkage between the ESP and oral communication competence can be attributed to the growing number of job opportunities for graduates of IAIN. For example, some Islamic diplomats in Muslim countries require graduates who are not only proficient in English, but also proficient in Arabic languages, and know about the science of religion. Teachers of Islamic Education International in

International Standard School (SBI) are required to master oral English communication as the medium of Islamic religious education. Syari'ah businesses, increasingly expanding worldwide also requires that.

In the context of the implementation of the English curriculum, since 2010 IAIN has applied the new curriculum, the Competence Based-Curriculum. However, the government does not intervene directly with the curriculum which needs to be developed. Besides, the curriculum applied in IAIN Palu, does not include the instructional material.

Zaky (2011) have conducted research on the English curriculum and instructional design in some Islamic Higher Educations (PTAI) in Tasikmalaya. This study revealed that the design of KPKL curriculum and instructional material can help teacher performance in teaching and also the students' ability in oral communication compared by conventional curriculum.

The research findings above, shows the importance of improving the students' communication competency in English both curriculum and learning. This is consistent with that proposed by Durand (2006:7) that mastery of language English is very important because almost all global resources various aspects of life using this language.

Learning is a system that consists of various components that are interconnected to one another. Such components include objectives, materials, methods and evaluation. Model of teaching are usually prepared on various principles or theories as basic in its development. Furthermore, the experts create a model of teaching based on educational principles, theory of psychological, sociological, learning, and systems analysis (Joyce & Weil : 2000). In addition, He state that a model of teaching is a plan or pattern that can be used to shape curriculum (long-term course of studies), to design instructional materials, and to guide instruction in the classroom and other setting (Joyce & Weil: 2000). Joyce & Weil further mention that the task of selecting appropriate model is complex and that the forms of "good" teaching are numerous depending on the learning objectives.

With such views, learning theories are needed to understand the inherently complex process of learning and how to best teaching instruction, training and other education processes. Learning theory assist planners in making learning model (Azis 2006:13).

There are three main perspectives in learning theory, namely Behaviorism, Cognitivism, and Constructivism. Basically the first theory furnished by other theories, so there are variants, the main idea, or character that cannot be put clearly belong to which, or even become its own theory. However, this does not need to argue about .What is more important for us to understand is where a good theory to be applied to certain areas, and where appropriate theory to other areas. Such understanding is important to be able to improve the quality of learning.

In Indonesia itself, most learning is still basically applies the conventional education grounded which based on the behaviorism learning theory. Teacher sees the student's mind as a "black box", a response to a stimulus can be observed quantitatively, by ignoring the effects of thinking processes that occur in the mind. Therefore in designing the activity for learning, it focuses on the drill such as "listen and repeat" the expression produced by teacher watched in order that the students form their speaking habit.

Another theory of learning is Cognitivism which focuses on the inner mental activities, opening the "black box" of the human mind is valuable and reviewed as a process in which the learner actively constructs or build necessary for understanding how people mental processes such as thinking, memory, knowing, and problem-solving. The activity is designed to train the students' thinking process is asking the students to discuss an interesting topic.

In Constructivism, learning is viewed as a process in which the learner actively constructs or builds new ideas, concepts, based upon current or past knowledge. In the constructivist classroom, the classroom is no longer a place where the teacher ("expert") pours knowledge into passive students, who wait like empty vessels to be filled. In the constructivist model, the students are urged to be facilitator who coaches, mediates, prompts, and helps students develop and assess their understanding, and thereby their learning. The designed activity related to constructivist theory in language learning such as constructing the utterances based on their knowledge to practice their speaking abilities

Teaching model is prepared based on the principles or theories as the basis for the development. Furthermore, the experts make a teaching model based on the principles of education, theory of psychological, sociological, study and system analysis (Joyce & Weil: 1980). Furthermore, Joyce & Weil say that the task of selecting the appropriate model is complex and the forms of good teaching depends a lot on learning objectives. With such views, the learning theories are necessary to understand the inherently complex process of learning and how well the instruction process of teaching, training and other educational is. Learning theory helps the planners to make learning model (Azizi 2005: 13).

In Indonesia, learning is basically still a conventional education based on behaviorist learning theory (Budinarsih, 2005: 37). The teachers see the student's mind as a "black box", which the response to a stimulus can be observed quantitatively, by ignoring the effects of the processes t,hat occur in the thinking mind.

Therefore, in designing activities for learning, they focus on the drilling as "listen and repeat" the expressions generated by the lecturers who watch so that the students form their speaking habit.

Another learning theory is cognitivism that focuses on the mental activity of the mind, opens the "black box" of the valuable human mind and reviewed as a process in which the learners actively build or construct to understand how the mental processes of an individual are, such as thinking, memory, knowing, and solving problem (Rumelhart, 1975: 2).

In constructivism learning theory, learning is seen as a process in which the learners actively build or construct new ideas, concepts, based on current or past knowledge (Brinner, 1999: 1). In the constructivist class, the class will no longer be a place where teachers ("experts") pour the knowledge into passive students, who wait like an empty vessel to be filled. In the constructivist model, the students are asked to be a facilitator who become coaches, mediates, prompts, and helps students develop and assess their understanding, as well as their learning. These activities are designed with regard to the constructivist theory in learning language such as building the speech based on their knowledge to practice their speaking ability.

Based on the background above, the research examines the development of learning model for the students at State Institute for Islamic Studies (IAIN) based on learning theories of behaviorism, cognitivism and constructivism.

## 2. English for Specific Purposes (ESP): English for Islamic Studies

Learning English in universities especially in Islamic colleges as The State Institute for Islamic Studies (IAIN), is different from learning at the lower level education institution. With the clearly determined major or course the goal of each course is also targeted to reach the supporting ability in accordance with the program of study taken. Therefore English as a subject at IAIN is studied in the form of ESP or as a continuation of General English learned in the lower level education before the Higher Education Institutions. It is adopted as the core curriculum, and taught as a tool to explore Islamic sciences or related skills such as education, Islamic law and Islamic communication.

ESP according to Mackay and Mounford (1978:2) is defined as: "*clearly utilitarian purposes*" namely learning English language which is addressed to learners academic, work and scientific needs.

So ESP can be defined as English language designed in the setting, place and especially for adult learners. Therefore ESP learning should be "*learner centered*", because adult learners will learn what is appropriate with their need. Here English poses as a tool to communicate verbally in work place where they will work, and as a writing communication mean where they will get knowledge from their studies of English written source.

EAP in various universities in Europe that has a lot of understanding of English language is defined as learning to *writing*, because in college whose native language is English, EAP will focus on academic learning in college. One of the most important is in research. Research ability can be demonstrated by the ability to read literature and writing the report. In Indonesian college which considers English as a foreign language, this goal will be a little difficult to be taught at the beginning of the year of learning, because the mastering of General English is still unfavorable. Therefore EAP mastering in Europe should be pursued on English III where verbal communication skills have been drilled in the first and the second semester.

In college there are many techniques to learn English, be it by reading, writing, presentations, interviews etc. EAP priority is *learner centered* education which prioritizes academic needs of students. One thing that is often taken in English learning in Higher Education is spoken communication with presentation techniques. Lowes, *et.al* (2004: 121) states: "*During your study at institute you will be aske do give oral presentations. This may be in a class, in a seminar or for an assessment. It will involve preparing information a particular topic and presenting this information formally to your tutor or classmates. You may be asked to present the finding of some research, to persuade your audience of a particular viewpoint or to present an analysis of information. Often at the end of the presentation there will be an opportunity for your audience to ask you questions about what you have said.*"

So one of the interesting points of EAP in college is how students are trained to make presentation on their scientific studies at unities. Such learning will help students in developing aspects of literacy and beneficial to other learning, because learning in institute requires the ability of making presentations and answering questions in presentation.

## 3. Learning Model

In this study, a model of learning discussed is a model of language learning. In general, language learning model is part of learning models but specifically language learning model has its own characteristics, which is different from other learning. However the existing learning model can be used as foothold for designing English learning models functionally.

According to Brown (2002) model of learning is a design that includes linkages between components of

approach, theory or principle underlying the selection of goal development, selection and organization of teaching materials, and teaching procedures and evaluation of learning.

Joyce *et.al* (2000) have grouped four family models of teaching namely social interaction model, information processing model, personal and behavioral model. Each models has difference concept and procedure. The social model divided into *partner in learning, role playing, jurisprudential inquiry, personality and learning styles, and inquiry and social model*. The information processing model has *basic inductive model, attaining concept, scientific inquiry and inquiry training, memorization, synectics, learning from presentation, developing intellect, and inquiry on information processing*. The Personal model is *nondirective teaching, concept of self, and inquiry on personal models*. While the behavioral models have *mastery learning and programmof eached instruction, direct instruction, learning from simulation, and inquiry on behavioral models*. In this study, the researcher took four models as pattern in designing students' spoken communication ability, Following are the four models taken from family models offered by Joyce, namely:

1. *Role Play, (The Social family of Model)*

This teaching model assumes that psychological process which covered in the form of attitudes, values, feelings and belief systems can be elevated to the level of consciousness through a combination of spontaneous and analytical characterization. That way, individuals can test the extent to which attitudes relevant to the attitudes of others, whether that attitude needs to be maintained or changed. Without the presence of others, it will be difficult for the individual to perform the evaluation.

2. *Memorization (The Information Processing Family)*

The purpose of memory learning model is to give emphasis on how to remember information in order to be able to be maintained for a long time (*long term memory*), especially in the memorization of new terms or words such as the name of city, traffic signs, name of numbers etc. This model is very good to be applied to concepts that require memorization, but how to make the process of entering information into memory is not by memorizing, instead by memory system usually called "*mnemonic*". Mnemonic in teaching is usually regarded as Donkey Bridge. There are several models to include information through mnemonic models, among others; awareness, association, linkage system, ridiculous associations, word reimbursement system and keywords. Their implementation in teaching model has four phases: presenting the material, developing relationships, developing sensory, recalling. The important part of this memorization is association, which almost all forms of mnemonic, teacher and students work together in an effort to make it easier to remember a concept.

3. *Nondirective Instruction (The Personal Family)*

This nondirective teaching model focuses on *facilitating learning*. The primary goal of this model is to assist students in attaining greater personal integration, effectiveness, and realistic self appraisal related goal is to create a learning environment conducive to the process of stimulating, examining, and evaluating new perceptions. A re-examinations of needs and values their sources and outcomes is crucial to personal integration. Students do not necessarily need to change, but the teacher goal is to help them understand their own needs and values so that they can effectively direct their own educational decisions.

The model draws on concept developed by Carl Rogers for nondirective Counseling, in which the client's capacity to deal constructively with his or her owns life is respected. Thus, in nondirective teaching the teacher respects the students' ability to identify their own problems and to formulate solutions.

4. *Direct Instruction (The Behavioral System Family)*

The purpose of this teaching model is the maximum achievement of learning outcomes by students with achievement levels of 85 % to 95 % passing grade. This teaching model gives the dominant authority to the teacher through teaching and training from teachers to be delivered in a structured material with very controlled time. Direct Instruction teaching model consists of five phases of activity (Syntax), namely: orientation, presentation, training structures, directional drills, and individual exercises. *The first phase, the orientation* form the framework of lessons. In this phase, teacher expectations are communicated, learning tasks are described, and the growing of sense of responsibility of students to strive to achieve learning goals

*The second phase, Presentation / Teaching Implementation*, therein the teacher explains the new concept or skills and demonstration methods used including examples. If the material in the form of a New Concept, the teacher explains the characteristics or attributes of the concept to be delivered, the definition of rules, and some examples. If the material lesson is in the form of a new skill, it is important to provide identification of the steps along with some examples of the new skills. (Common mistake occurs because the method of demonstration given is very limited). Therefore, it needs to be delivered orally and in a visualization to help ease students receiving a referral from the early teaching. This activity is called a visual representation of the task (VRT). Another aspect of this phase is to check students' understanding of the new information prior to the training phase. Checking for Understanding (CPU) includes checking the memory or the recognition of information that has been submitted. It is applied to the structure of the exercise.

*The third phase, Structure Exercise*. Teacher directs the activities of students with training examples on the steps of harmony and problems on VRT activities, which in groups, students write the answer. Harmony



training techniques (lockstep technique) with the use of OHP, with working examples of exercise on transparency sheet so students can easily watch the steps. The role of teachers in this phase is to give feedback (feedback) on the responses of the students, to provide reinforcement / praise on students' accurate responses.

*The fourth phase, Guided Exercises.* This phase gives students the opportunity independently under the supervision of teachers to do exercises. Directional drills gives the ability to teachers to hold assessment on the students' ability in mastering tasks undertaken on aspects of mistakes made by students. The role of teachers in this phase is to monitor the students' work result to be given feedback for the interests of improvement.

*The Fifth Phase, Independent Practice.* This phase ensures the students with mastery of learning completeness reaching 85 to 90 % in directional drills phase. This phase aims to provide reinforcement of the new teaching by assuring the development of memory skills. Independent practice makes students do exercises without any help from the others by delay giving feedback. Implementation can be in the classroom, without teacher intervention or planned with a background. Teacher's role in this phase is to ensure that the work of independent practice is discussed after the assessment is completed, whether or not the level of student achievement is still stable, and feedback is given to the appropriate students. In terms of the use of the time this phase tends to require both time and some items of short exercises. That has been discussed in advance that the exercises are provided 5 to 6 orderly with distribution in a month or so on based on the balance of memorizing power of students.

In language teaching there are three terms that need to be understood well namely; approaches, methods and techniques. Edward Anthony (1963) in Richard (2001:18-19), Fuadi (2004:6-7) explains the position of tree terms in his article as follows: *"The arrangement is hierarchical. The organizational key is that technique roomates carry out the method is consistent with an approach ... an approach is a set of correlative Assumption dealing with the nature of language teaching and learning. An approach is axiomatic. It describes the nature of the subject matter to be taught ... method is an overall plan for the orderly presentation of language material , no part of roomates contradicts , and all roomates is based upon , the selected approach. An approach is axiomatic, a method is procedural ... within one approach, there can be many methods ... a technique is implementational - roomates that actually takes place in a classroom. It is a particular trick, stratagem, or Contrivance used to accomplish an immediate objective. Technique must be consistent with a method, and therefore in harmony with an approach as well "*.

The three terms above can be explained as follows: approach is a set of assumptions regarding the nature of language and language learning. The method is an overall plan for systematic presentation of language based approach specified. While the techniques are specific activities which is implemented in the classroom, in harmony with the chosen methods and approaches. On the other hand, Clarke (1983: 111) criticizes the theory of Anthony, he says: *"Approach, by limiting our perspective of language learning and teaching, serves as a blinder roomates hampers rather than encourages, professional growth. Method is so vague that it means just about anything that anyone wants it to mean, with the result that in fact, it means nothing. And technique, by giving the impression that teaching activities can be understood as abstractions separate from the context in roomates they occur, obscures the fact that classroom practice is a dynamic interaction of diverse systems. "*

According to Clarke the terms approach , method , and technique have difficult because of events that occurred in the classroom is a dynamic interaction of diverse systems .However, it is necessary to define each terms, because it related to the job description and evaluation towards the goals and material being taught.

### **3. Method**

The study is quasi experimental design with Posttest-Only, Non-Equivalent Control Group Design. The design of this study consists of one experimental group (Collaborative Model) and one control group (Conventional Model). The design of this was chosen because the present study used intact groups as subjects (Wiersma, 2000 : 67). The English spoken communication ability exercise in the form of an interview had been used as a means of data collection. Post test is performed 5 times with different themes. Data analysis is performed by descriptive statistics and inference and presented in the form of percentages, frequency, min and statistical analysis in t test comparison (t-test) and Pearson correlation test.

## **4. Discussion**

### **4.1 Descriptive Analysis**

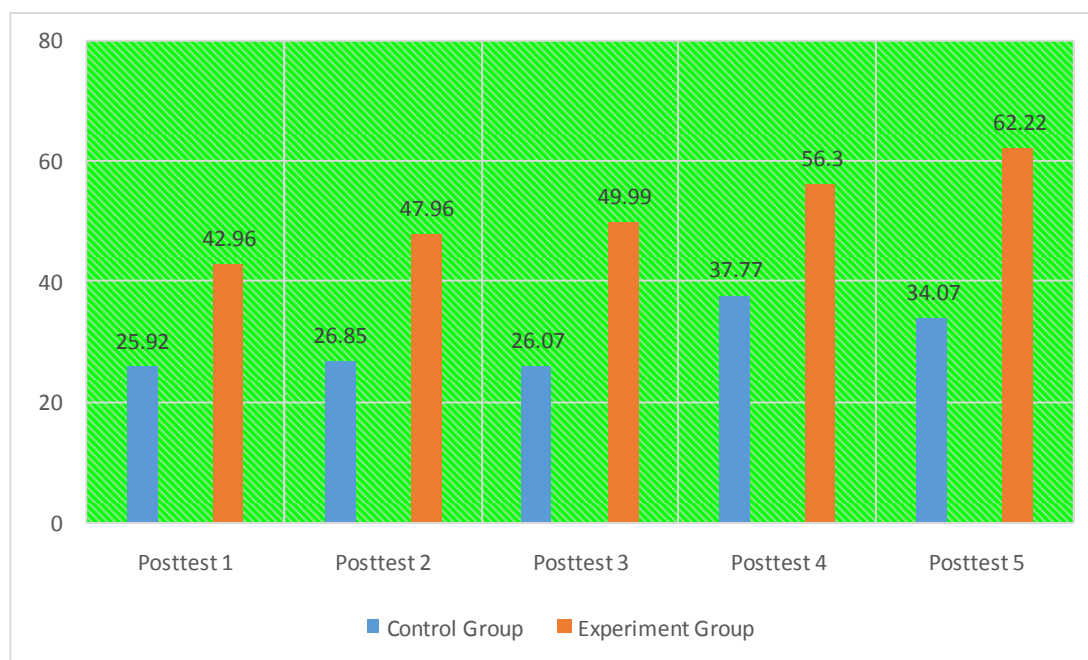
The researcher finds that the average spoken communication ability of the class taught by Collaborative Theory Model is higher compared to speaking skills taught by Conventional Model on each posttest (see Table 1).

**Table 1. Spoken English Communication Ability**

Posttest	N	Control		Experimental	
		Mean	SD	Mean	SD
Posttest 1 (Allah is God)	30	25.92	3.04	42.96	5.53
Posttest 2 (Our prophet is Muhammad)	30	26.85	3.28	47.96	6.67
Posttest 3 (Angel and Jin are Creature)	30	26.07	3.16	49.99	5.92
<b>Posttest 4 (Qur'an is Holly Book)</b>	<b>30</b>	<b>37.77</b>	<b>3.24</b>	<b>56.30</b>	<b>5.62</b>
<b>Posttest 5 Our Foundation is Islamic Pillar</b>	<b>30</b>	<b>34.07</b>	<b>3.02</b>	<b>62.22</b>	<b>5.82</b>

For example, on the theme of Allah is God, in the posttest (Mean = 42.96, SD = 5.53) of the experimental group taught by learning model of collaborative theory, the mean is larger than the control class (Mean = 25.92, SD = 3.04). At the sixth posttest with the theme of "our foundation is the Islamic pillar" material, the test result of the experimental group (mean = 62.22, SD = 5.82) is still larger compare to the control group (mean = 34.07, SD = 3:02).

Researcher finds in the experimental group, there is a consistent increase in contrast to the control group which the results are inconsistent.



**Figure 1. Ability of Spoken Communication**

#### 4.2 Requirements analysis

Kolmogorov Smirnov analysis is conducted for test of spoken communication ability (see Table 2).

**Table 2. Kolmogorov Smirnov Analysis for spoken communication ability**

Ability of spoken Communication	Group	Statistics	Df	Sig
1	Experimental	0.074	30	0.200
	Control	0.070	30	0.062
2	Experimental	0.092	30	0.852
	Control	0.085	30	0.200
3	Experimental	0.087	30	0.064
	Control	0.077	30	0.085
4	Experimental	0.074	30	0.200
	Control	0.073	30	0.056
5	Experimental	0.080	30	0.092
	Control	0.076	30	0.107

The finding reveals a significance value on the spoken communication ability posttest 1 (Allah is God)

experimental group of  $p = 0.200$  and the control group of  $p = 0.062$ . The values for the spoken communication ability first posttest for both the groups were  $p > 0.05$ . Similarly, for post test second, third, fourth and fifth scores  $p > 0.05$ . These findings show that both the experimental and control groups are homogenous, and treatment could be applied to these groups as a mean of identifying differences caused by the treatment.

Because all significance values are  $p > 0.05$ , the distribution of scores for the spoken communication ability posttest is normal. As a conclusion, treatment could be applied to both groups to determine differences of the effect between the groups.

### 4.3 Analysis of Homogeneity

A two-way ANOVA is conducted to determine differences in posttest between the experimental and control groups based on spoken communication ability. Before the analysis is performed, a Levene's test is conducted to test similarities that existed among variables (see Table 3).

Table 3. Test of Homogeneity of Variances Posttest

F	df1	df2	p
2.181	2	87	0.119

The finding reveals no significant variance-covariance differences among the dependent variables for all levels of the independent variables,  $F = 2.181$ ,  $p > 0.05$ . This finding could be interpreted as variance-covariance for the dependent variables is homogeneous across the independent variables. Therefore, the one-way ANOVA is performed to determine differences that exists between the experimental and control groups in terms of spoken communication ability (Pallant, 2007)

### 4.4 Analysis of Independent t-test

Independent t-test to determine the differences of students' spoken communication ability between the experimental class and control class. There is a significant difference between the spoken communication ability of the students between an experimental class taught by with a learning model of three theories collaboration and a control class that is taught by a conventional model (cognitive tendencies). See Table 4.

Table 4. Posttest Between Control Class and Experimental Class

Posttest	N	Control Group		Experimental Group		$t_{cal}$	P value	Eta Squared
		Mean	SD	Mean	SD			
Posttest 1 (Allah is God)	30	25.92	3.04	42.96	5.53	11.58	0.000	0.19
Posttest 2 (Our prophet is Muhammad)	30	26.85	3.28	49.99	6.67	9.06	0.000	0.18
Posttest 3 (Angel and Jin are Creature)	30	29.07	3.16	47.96	5.92	16.44	0.000	0.22
Posttest 4 (Qur'an is Holly Book)	30	37.77	3.24	56.29	5.62	20.45	0.000	0.16
Posttest5 Our Foundation is Islamic Pillar	30	34.07	3.02	62.22	5.82	23.06	0.000	0.26

First, it shows that there are significant differences ( $t = 11.584$ ,  $p = 0.000$ ) of the spoken communication ability between the experimental class (mean = 37.77; SD = 5,538) and control class (mean = 25.926; SD = 3,038).

The fifth test shows that there are significant differences ( $t = 23.06$ ,  $p = 0.000$ ) of the spoken communication ability between the experimental class (mean = 62.22; SD = 5.82) and control class (mean = 34.07; SD = 3.02).

### 4.5 ANOVA Test for Experimental Class

According to the ANOVA table it is found that the significant differences [ $F(2, 87) = 21.175$ ,  $p = 0.000$  among the five tests of spoken communication ability for the experimental class with a large size effect (Eta Squared = 0.327). To ensure that these differences are statistically significant, one-way ANOVA test is conducted (see Table 4).

Table 4. Test of One – Way ANOVA

Independent Variable	Sum of Squares	Df	Mean Square	F	P
Between Groups	1557.556	2	778.778	21.175	0.000
Within Groups	3199.641	87	36.777		
Total	4757.197	89			

The finding reveals significant differences in spoken communication ability between the experimental and control groups,  $F = 21.175$  and  $p = 0.000$ . To examine these differences further, a Pos Hoc Scheffe analysis

was performed (see Table 5).

Table 5. Pos Hoc Scheffe Differences in spoken communication ability

(I) posttest	(J) posttest	Mean Difference (I-J)	Std. Error	P
1	2	-5.18907*	1.56583	0.004
	3	-10.18947*	1.56583	0.000
	4	-5.7293*	1.41141	0.001
	5	-8.2237*	1.59010	0.000
2	1	5.18907*	1.56583	0.004
	3	-5.00040*	1.56583	0.006
	4	-5.4944*	1.37833	0.006
	5	-9.8977*	1.45512	0.000
3	1	10.18947*	1.56583	0.000
	2	5.00040*	1.56583	0.006
	4	-7.0678*	1.42242	0.000
	5	-8.7894*	1.55612	0.000
4	1	5.7293*	1.41141	0.001
	2	5.4944*	1.37833	0.006
	3	7.0678*	1.42242	0.000
	5	-5.7895*	1.57689	0.001
5	1	8.2237*	1.59010	0.000
	2	9.8977*	1.45512	0.000
	3	8.7894*	1.55612	0.000
	4	5.7895*	1.57689	0.001

The results yielded significant differences in spoken communication ability on experiment group between first test and second test,  $p = 0.004$ . In terms of mean, spoken communication ability on first test had higher compared second test with a mean difference of 5.18907. Similarly, also with spoken communication abilities between the second tests with a third test, test third and fourth test, fourth test with the fifth test was very significant. This means that oral communication abilities on each test experienced a significant improvement for the experimental group.

In the independent t-test, it shows significant differences in five tests between the experimental classes with control class. The mean of oral communication skills of the students taught by learning model combination based on theory of behaviorism, cognitivism and constructivism is higher compare to the students taught by the tendency of cognitivism learning model only (*conventional model*). The findings of this study are supported by the research conducted by Kop, R., and Hill, A. (2008) that learning with many learning theories approach will be more varied and attractive so it encourages the students to be motivated in learning and following the course, it also will affect the learning outcome. Learning models and systems that emphasize more on cognitive approaches alone cause a classroom atmosphere which is static, monotonous and boring, and the greater concern is they will "turn off" the activity and creativity of the students in the classroom. This learning model in Paulo Friere paradigm known as banking learning concept (Paulo Ferire, 2008: 54), where the learners are given a wide range of knowledge and information by the teacher by ignoring the activity and creativity of learners in class. Then the learners are considered and positioned as "container object" of the insight and knowledge of the teachers and then the results will be seen at the end of the learning process From test to test there is a significant improvement, this suggests that the treatment of learning model based on three theories of behaviorism, cognitivism and constructivism give impacts to spoken oral communication ability of the students. Krashen (1981: 81) argues that learning models with a variety of approaches and methods can consistently improve the English skills of the students.

## 5. Conclusion

The use of a collaborative learning model theory of behaviorism, cognitivism and constructivism can improve English spoken communication ability of the students of State Institute for Islamic Studies (IAIN) Palu. Therefore, in the learning implementation in the classroom, the lecturers need to use different learning theory collaboration so that the learning process become more varied in the class. A learning model that tends to use only one learning theory, for instance only on the tendency of the reading cognitive learning theory alone will cause the learning becomes monotonous and unappealing. It affects to the oral communication skills of the students. With the learning model based on three theories of behaviorism, cognitivism and constructivism, it has been shown to provide the effect on the ability of the students of Islamic Education program in English spoken communication

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