

Effect of Interactive and Collaborative Strategies on Indonesian EFL Learners' Oral English Proficiency Improvement

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Abstract—Speaking skills are essential for students to communicate effectively in English. However, finding the appropriate teaching approach that matches language competence in acquiring a foreign language, particularly English, remains challenging. Therefore, this study aimed to investigate the use of interactive and collaborative strategies in teaching and speaking and the effect on speaking improvement based on perceptions. The analysis was conducted using 122 university students as participants. Data were collected through questionnaires to collect information on the perceptions of the interactive and collaborative strategies about English-speaking improvement. The collected data were analyzed using multiple regression analysis with SPSS software, producing results showing both the strategies' partial and combined effects on speaking performance. The results showed that both interactive and collaborative strategies partially and simultaneously affected students' English-speaking improvement. Therefore, these strategies effectively taught speaking skills, as the approaches motivated active students' participation during speaking practice.

Index Terms—interactive strategy, collaborative strategy, oral English proficiency, speaking improvement

I. INTRODUCTION

The right approach to teaching and learning English has been studied for decades. However, scholars continue to revisit and refine the idea of teaching methods, offering new insights to help better understand the nature of teaching (Richards, 2002). Each language skill covering listening, speaking, writing, and reading requires different strategies, specifically considering that students' differences may affect English learning (Arafah & Kaharuddin, 2019; Mardiana et al., 2023). Among the four skills, speaking remains a significant challenge for many university students, even though the learners have been taught it since primary school (Misnah et al., 2024). A pedagogical approach that fosters critical thinking and encourages students to articulate ideas is essential for effective language learning. In this regard, the teacher's use of language in the second language classroom is crucial for facilitating meaningful communication and comprehension (Yulianti et al., 2022; Sahlender et al., 2024). Additionally, the teacher's communicative competence plays a key role in guiding the reflections and engagement of students with lesson content (Kuswanty et al., 2023; Haile et al., 2024).

Speaking as a core language skill enables individuals to communicate verbally and convey information clearly and meaningfully to listeners (Hasyim & Arafah, 2023a). It includes an interactive process where speakers and listeners exchange information dynamically (Kaharuddin, 2022). Therefore, developing both speaking and listening skills is

critical for effective communication, as speaking ability is often central to communication success (Chrismareta, 2024). For many learners, speaking is the most important aspect of acquiring a foreign language, and success is typically measured by the ability to engage in conversation (Namaziandost, 2020; Abbas et al., 2024).

Mastering spoken communication in a foreign language remains a significant challenge. Many learners perceive speaking as the most difficult language skill, primarily because it requires high confidence and thorough preparation (Kaharuddin et al., 2022). In Indonesia, for instance, the average English-speaking proficiency among university students remains low. Although English is formally taught as a foreign language in both schools and universities, recent Education First (EF) findings highlight a concerning trend that underscores the urgent need for strategic interventions. As such, new techniques and strategies should be designed to address this issue (Arafah et al., 2020; Alsyouf & Kayed, 2021). Speaking competence includes five core components: grammar, vocabulary, comprehension, fluency, and pronunciation (Brown, 2004; Kaharuddin et al., 2023). Students should know what to say, how to say the words using appropriate vocabulary and clear pronunciation, and how to construct understandable sentences to deliver the message effectively (Kaharuddin et al., 2021). When these elements are well-managed, students can communicate clearly, and listeners will easily grasp the intended message. Therefore, teaching and speaking effectively requires appropriate strategies that facilitate student participation and consistent practice (Arafah et al., 2024a).

Considering that effective teaching and speaking require practical strategies promoting active participation, this study investigates the effect of interactive and collaborative strategies on students' speaking skill development. The effect of these strategies, both independently and simultaneously, on speaking improvement is examined based on perceptions of how these strategies are used in English language instruction. In this study, students are engaged in conversational lessons within the classroom, which serve as authentic communicative events (Richards, 2002; Halil et al., 2024). Interactive and collaborative strategies guide, motivate, involve, and encourage students during learning activities. Empirical evidence supports the positive impact of collaborative learning on students' academic progress (Carvalho & Santos, 2021; Arnawa & Arafah, 2023; Arafah et al., 2023). Therefore, this study focuses on the perceived impact of interactive and collaborative strategies on students' English-speaking improvement. It is important to assert that the study does not evaluate speaking proficiency after teaching but assesses the strategies' perceptions.

The strategies are implemented within conversational settings that typically begin with greetings and follow a structured sequence of communicative moves. Speaker and listener roles are clearly defined, topics are introduced, turn-taking is regulated, new topics are initiated, and conversations are ended in an orderly manner. In this context, conversation is an interactive process that promotes open dialogue using prompts and functional vocabulary. It is also inherently collaborative, including both teachers and learners in generating input and fostering peer interaction where students provide feedback to one another (Sunyoto et al., 2022; Arafah et al., 2024b). Furthermore, integrating worksheets for self and peer assessment encourages reflective learning and active engagement with the material.

II. REVIEW OF RELATED LITERATURE

A. *Interactive Strategy*

Language functioned as a medium for expressing emotions and conveying meaning, enabling individuals engaged in the communication process to understand one another and build meaningful social relationships (Takwa et al., 2022; Arafah & Hasyim, 2023a; Tang et al., 2025). Consequently, developing an interactive approach in theory and practice was essential, as it was proven effective for second language acquisition. Through interactive learning, passive learners became active participants, and classroom monotony was replaced by creativity and engagement (Usman et al., 2024). Furthermore, the interaction was crucial in guiding students toward speaking fluency, which remained a central objective in language learning (Rodríguez-Fuentes & Calle-Díaz, 2023).

Interaction played a crucial role in language acquisition, as input was processed and transformed into learning (Takwa et al., 2024; Nicolai et al., 2015). Students learned through interactions with peers, where each participant benefited by acquiring basic knowledge that could be developed into a broader understanding. Nicolai et al. (2015) stated that interactive classrooms were dynamic and inventive, allowing everyone to contribute ideas and express thoughts and feelings. In the study, teachers relinquished control and acted more as facilitators, supervising student interactions, as there was no guidebook for managing these dynamic classrooms. Challenges also existed where the environment did not promote boredom, but students actively participated in learning activities (Rahimi & Keng Wee Ong, 2023). Participating in speech events, such as talking and conversing with others, was essential (Arafah & Hasyim, 2023b).

Interactive teaching was defined as an approach that included students in the teaching-learning process in the classroom, making it effective for teaching English as a Foreign Language (EFL) (Alsyouf & Kayed, 2021; Hasyim et al., 2023). It further motivated collaboration between students and teachers, creating a lively classroom environment. The active interaction of students in the classroom directed and stimulated learning motivation (Rahimi & Keng Wee Ong, 2023). This strategy evolved as a powerful tool in English language teaching, benefiting learners and teachers (Alshouf & Kayed, 2021; Baa et al., 2023). It operated under guiding principles rather than rigid rules, treating students as active participants rather than passive recipients of knowledge. Direct or directive teaching was often considered a part of interactive strategies where the teacher gave instructions on what, how, and when to do it (Prater, 2020;

Kaharuddin et al., 2024). This method is direct from the teacher to specific students, engaging in purposeful activities immersed in the target language.

B. Collaborative Strategy

The collaborative strategy in teaching English as a second language included joint efforts to enhance students' ability to express arguments in English. Babiker (2018) and Arafah et al. (2023) described collaboration as teamwork to solve a problem and achieve a shared objective. According to Johnson and Johnson's model, the strategy was an instruction that included students working in a team to achieve a common objective. The conditions in this collaborative strategy included several elements such as positive interdependence, individual accountability, face-to-face interaction, and collaboration skills (Felder, 2009). In this case, students were especially motivated and assisted in developing and practicing English speaking, communication, trust-building, and decision-making skills (Felder, 2009).

In this strategy, the teacher provided opportunities to learn together and discuss tasks using English as the language of communication. Argumentation skills could also be developed when students have basic English-speaking skills. Developing these basic skills was the teacher's responsibility, working throughout the learning process. Therefore, the development of argumentation skills in the collaborative learning model was aimed at students who could express ideas in English, even though this ability remained limited. On the other hand, students who did not speak English could actively participate in the process. Those with high motivation to learn would not feel isolated in this collaborative learning strategy, despite being used as an opportunity to practice listening competence, which could motivate learning and practicing speaking skills (Arafah et al., 2024, June). Furthermore, collaborative learning should be included in the learning program planning of English teachers. It allowed learning, practicing, and gradually developing speaking skills within group-based tasks (Babiker, 2018).

In a collaborative strategy, students were encouraged to share and discuss ideas during peer interaction (Kaharuddin, 2024). This engagement motivated the learner to read, write, listen, and discuss more attentively, improving overall commitment. Social media also served as a helpful tool, enriching the interaction with real-time information and collaborative content (Arafah et al., 2025). Alzoubi (2024) reported that learning with collaborative strategies could increase motivation and participation in the learning process. In this learning strategy, students would be engaged behaviorally and cognitively in learning. In face-to-face settings, student participation was visible through body language, verbal exchanges, enthusiasm, and increased confidence (Kaharuddin, 2025).

Recently, many teachers have shown interest in implementing collaborative strategies in the English learning process, especially for speaking skills. However, this strategy went beyond merely placing students in groups and assigning tasks to them. Collaborative learning principles and techniques served as tools used by teachers to promote mutual assistance within groups and to encourage active participation (Richards, 2002). An example of a strategy was the Numbered Heads Together technique introduced by Kagan (1992), which included four steps in its implementation.

1. Students were assigned a group membership number 1, 2, 3, or 4.
2. The teacher or a student posed a question based on the material or text under study.
3. Each group discussed the question.
4. The teacher then randomly called out a number (1 to 4) to respond to the group's answer.

The technique encouraged effective group dynamics, as all members needed to understand and be ready to explain the group's response. When any student struggled, others could step in to assist. In second language learning contexts, authors outlined several benefits of cooperative learning, including improved ability to express opinions in English, exposure to more diverse ideas, a more relaxed learning atmosphere, increased motivation, more effective negotiation of meaning, and more comprehensible input (Liang X. et al., 1998).

Collaborative learning also stimulated motivation and engagement during lessons (Alzoubi, 2024). Under this strategy, students were behaviorally and cognitively engaged in learning activities. This engagement was observed face-to-face through students' body language, verbal participation, confidence, and enjoyment expressed during classroom interactions.

C. Speaking Skills

English speaking was a productive skill, including the ability to produce speech sounds in English through an interactive process of constructing meaning, producing, receiving, and processing information (Babiker, 2018). It remained part of the most important language skills students needed to acquire (Manugeran et al., 2023; Chrismaretta, 2024), serving as a tool for communication (Mukhtorova & Akhmadjonova, 2023). Speaking facilitated interaction, expressing thoughts, sharing emotions, and observations (Vellayan et al., 2021; Hasyim & Arafah, 2023b). Furthermore, proficiency in English was increasingly required in various aspects of life, such as business, education, and tourism. Due to this importance, English was incorporated into the school curriculum as a foreign language. Indonesia's recognition of English as a significant foreign language outlined its significance as a driver of academic development (Crisianita & Mandasari, 2022). Therefore, teachers played a crucial role in equipping students with English-speaking skills necessary for effective communication, especially with people from other countries who did not understand Indonesian.

Teaching speaking skills required active student participation, such as asking questions, answering, or responding to conversations, which further contributed to meaningful communication in English. This stressed the importance of

designing lesson plans that prioritized speaking practice and aimed at developing students' communicative abilities (Chrismaretta, 2024).

The act of communication reflected the readiness to be expressive verbally in a foreign language such as English (Hasjim et al., 2020). When students decided to use English, it represented a cognitive decision (Kruk M, 2019; Ismail et al., 2020) that aimed to foster communicative behavior and improve language competence (Macintyre & Vincze, 2017). This action significantly affected English-speaking performance, showing that it went beyond simple interactions and profoundly influenced language development (Arafah et al., 2023a; Liu, 2024; Radjaban et al., 2025).

III. METHODOLOGY

This study was a quantitative analysis using an explanatory survey method, which included collecting data using a set of structured questionnaires and interviews (Abidin & Kaharuddin, 2021). The variables included interactive strategies (X1) and collaborative strategies (X2) as exogenous variables and speaking English improvement (Y) as the endogenous variable. The study was conducted at the Higher School of Economics Makassar (STIEM Bongaya). The population comprised 485 students in the Management Study Program for the 2023-2024 academic year. A sample size of 25% of the total population was taken, leading to 122 students being selected as participants.

The data were obtained by distributing questionnaires to students who were randomly encountered on campus. The collected data reflected students' perceptions of applying interactive and collaborative strategies in speaking instruction and the impact on English-speaking improvement.

Before analysis, the data underwent validity and reliability testing using the SPSS (Statistical Package for the Social Sciences) software. The validity test included comparing the r-statistic value (from SPSS's corrected item-total correlation) with the r-table value at a significance level of $\alpha = 0.05$. The instrument was considered valid when the r-statistic value exceeded the r-table value. The reliability test was carried out using Cronbach's Alpha, where the instrument was considered reliable when the Alpha coefficient was ≥ 0.6 . In addition, classical assumption tests included normality, linearity, heteroscedasticity, and multicollinearity.

Inferential statistical analysis was performed using multiple regression analysis techniques in SPSS to examine the causal relationships among variables. This aimed to assess whether the exogenous variables had partial or simultaneous effects on the endogenous variable (Y) (Yudith et al., 2024). The analysis followed a structural model framework, beginning with formulating structural equations and corresponding regression diagrams derived from theoretical reviews as shown in the following figure:

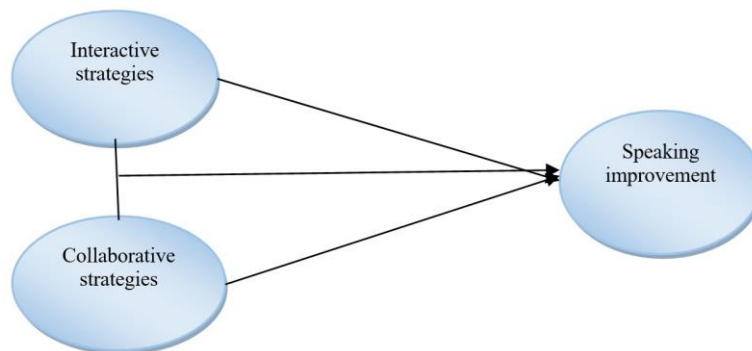


Figure 1. Structural Model of Analysis

Based on the figure, the multiple regression structural equation was represented in the equation:

$$Y = a + b_1X_1 + b_2X_2 + e$$

Hypothesis testing was conducted to determine both partial and simultaneous effects of the exogenous variables on the endogenous variable based on the following hypotheses.

H_0 : variables X_1 and X_2 , have no effect on variable Y.

H_a : Variables X_1 and X_2 affect variable Y.

Partial tests showed the effect of exogenous variables on endogenous variables. This partial test was carried out using a t-test (student test). The testing process was carried out by comparing the value of the t-statistic and the value of the t-table with a significance level (α) of 0.05. The t-test procedure was as follows.

a. When $t_{\text{the t-statistic}} > t_{\text{table}}$, H_0 was rejected and H_a was accepted.

This implies that exogenous variables have a partial effect on endogenous variables.

b. When $t_{\text{statistic}} < t_{\text{table}}$, H_0 was accepted, and H_a was rejected.

This implied that exogenous variables did not partially affect endogenous variables.

The simultaneous test was carried out using the F-Test (goodness of fit test) with a significance level (α) of 0.05 to show the simultaneous effect of exogenous variables on endogenous variables. The F-test procedures were as follows.

a. When $F_{\text{statistic}} > F_{\text{table}}$, H_0 was rejected, and H_a was accepted.

This implies that exogenous variables have a simultaneous effect on endogenous variables.

b. When $F_{\text{statistic}} < F_{\text{table}}$, H_0 was accepted, and H_a was rejected.

This implied that exogenous variables did not simultaneously affect endogenous variables.

IV. STUDY RESULT AND DISCUSSION

A. Result

The study instrument was distributed offline to 122 students, but only 120 questionnaires were returned. Three were found defective and unusable after examining and processing the returned questionnaires. Therefore, only 117 questionnaires were processed, and they were then analyzed using SPSS software to perform instrument tests (validity and reliability), classic assumption tests, and hypothesis testing.

(a). Validity Test

The validity test aimed to determine whether each indicator accurately measured the intended latent variable. An indicator was considered valid when the value of $r_{\text{calculation}} >$ the value of r_{table} . Based on the list of the value of r_{table} at the 0.05% significance level, the value of r_{table} in this study was 0.202. The validity test results using SPSS software showed that all indicators possessed the value of $r_{\text{calculation}} >$ the value of r_{table} . Therefore, this study instrument was valid, with Table 1 showing the validity test results using SPSS.

TABLE 1
THE RESULTS OF VALIDITY TEST

Variables	Indicators	Value of r-calculation	Value of r-table	Decision
Interactive strategies (X ₁)	X ₁₁	0.604	0.202	Valid
	X ₁₂	0.376	0.202	Valid
	X ₁₃	0.447	0.202	Valid
	X ₁₄	0.455	0.202	Valid
	X ₁₅	0.548	0.202	Valid
Collaborative strategies (X ₂)	X ₂₁	0.462	0.202	Valid
	X ₂₂	0.402	0.202	Valid
	X ₂₃	0.498	0.202	Valid
	X ₂₄	0.591	0.202	Valid
	X ₂₅	0.470	0.202	Valid
Speaking improvement (Y)	Y ₁	0.557	0.202	Valid
	Y ₂	0.580	0.202	Valid
	Y ₃	0.423	0.202	Valid
	Y ₄	0.601	0.202	Valid

(b). Reliability Test

The reliability test measured the internal consistency of the instrument. The questionnaire was considered reliable when the value of Cronbach's alpha was greater than the value of the r_{table} . Conversely, the questionnaire was considered unreliable when the value of Cronbach's Alpha was $<$ the value of the r_{table} . The results of the reliability test with SPSS software are shown in Table 2 as follows:

TABLE 2
THE RESULTS OF THE RELIABILITY TEST
Reliability Statistics

Cronbach's Alpha	N of Items
.390	14

The results of the data analysis showed that the value of Cronbach's Alpha was 0.390, which exceeded the r_{table} value (0.202). Therefore, these variables were considered reliable.

(c). Test of Classical Assumption

1. Normality Test

The normality test was carried out to examine whether the residual variable in the regression model followed a normal distribution. A variable was normally distributed when the significance value was greater than 0.05. The result of the normality test using SPSS software is shown in Table 3 as follows:

TABLE 3
THE NORMALITY TEST USING ONE-SAMPLE KOLMOGOROV-SMIRNOV TEST

		Unstandardized Residual
N		117
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	.25258794
Most Extreme Differences	Absolute	.114
	Positive	.114
	Negative	-.058
Test Statistic		.114
Asymp. Sig. (2-tailed)		.063

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.

Based on the results in the table, the significance value was 0.063, which was greater than 0.05. Therefore, it was concluded that the residual variable followed a normal distribution.

2. Linearity Test

The linearity test was conducted to determine whether there was a linear relationship between the exogenous and endogenous variables. The results of the test are presented in Table 4 as follows:

TABLE 4
THE RESULTS OF LINEARITY TEST

			Sum of Squares	df	Mean Square	F	Sig.
SI * IS	Between Groups	(Combined)	1.163	7	.166	2.527	.019
		Linearity	.597	1	.597	9.071	.003
		Deviation from Linearity	.567	6	.094	1.436	.207
	Within Groups		7.169	109	.066		
Total			8.332	116			
SI * CS	Between Groups	(Combined)	.933	6	.156	2.312	.039
		Linearity	.384	1	.384	5.710	.019
		Deviation from Linearity	.549	5	.110	1.632	.157
	Within Groups		7.399	110	.067		
Total			8.332	116			

From the table, the significance values for deviations from linearity were 0.207 and 0.157, respectively, greater than 0.05. Therefore, it was concluded that there was a significant linear relationship between the exogenous and endogenous variables.

3. Multicollinearity Test

The multicollinearity test was used to determine whether there was a correlation between the exogenous variables in the regression model. A good regression model should not show multicollinearity. The presence of multicollinearity was assessed using VIF (Variance Inflation Factor) values. When VIF was greater than 10, there was no multicollinearity. The results of data processing with SPSS are shown in Table 5 below:

TABLE 5
THE RESULTS OF MULTICOLLINEARITY TEST

Model		Unstandardized Coefficients		Standardized Coefficients ^a			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	2.308	.402		5.738	.000		
	IS	.225	.078	.257	2.904	.004	.997	1.003
	CS	.178	.078	.201	2.271	.025	.997	1.003

a. Endogenous Variable: SI

The table showed that the VIF values for both Interactive and Collaborative Strategies were 1.003. The VIF value of the two exogenous variables was smaller than 10, confirming no multicollinearity.

(d). Heteroscedasticity Test

The test aimed to determine whether there was an inequality of variance between the residuals of one observation and another in the regression model, where a good model should not have heterogeneity. The basis for making heteroscedasticity test decisions was that there was no heteroscedasticity when the significance value was > 0.05. The results of data processing with SPSS are shown in Table 6 as follows:

TABLE 6
THE RESULTS OF MULTICOLLINEARITY TEST
COEFFICIENTS^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
		B	Std. Error	Beta			Tolerance	VIF
1	(Constant)	-.070	.249		-.280	.780		
	IS	-.020	.048	-.038	-.409	.684	.997	1.003
	CS	.089	.049	.170	1.840	.068	.997	1.003

a. Endogenous Variable: RES2

The table significance values of the variables were 0.684 (IS) and 0.068 (CS), both greater than 0.05. Therefore, the model did not show heteroscedasticity.

(e). *Inferential Statistical Analysis*

The inferential analysis using SPSS showed the contributions of the study variables. Interactive Strategies (X1) and Collaborative Strategies (X2) were the exogenous variables, while Speaking Improvement (Y) was the endogenous variable. The ENTER method was used in regression. According to the Model Summary, the coefficient of determination (R²) was 0.452, indicating that X1 and X2 explained 45.2% of the variation in Y. Furthermore, the table of ANOVA (as shown in Table 7) provided information about the simultaneous effect of exogenous variables on endogenous variables.

TABLE 7
THE RESULTS OF REGRESSION ANALYSIS
ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	.931	2	.466	7.174	.001 ^b
	Residual	7.401	114	.065		
	Total	8.332	116			

a. Dependent Variable: SI

b. Predictors: (Constant), CS, IS

The table showed that the value of the F_{-statistic} was 7.174, while the value of the F_{-table} was 3.09. Therefore, the value of F_{-statistic} > the value of F_{-table}. The study showed that the exogenous variables simultaneously affected endogenous variables.

A t-test was conducted to determine the regression equation and whether variable X1 and variable X2 possessed a partial effect on variable Y. The following coefficient table (as presented in Table 8) shows the information obtained from data analysis with SPSS software.

TABLE 8
THE RESULTS OF T-TEST
COEFFICIENTS^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.308	.402		5.738	.000
	IS	.225	.078	.257	2.904	.004
	CS	.178	.078	.201	2.271	.025

a. Endogenous Variable: SI

The coefficient table explained that the t_{-statistic} value for variable X₁ was 2.904, while the t_{-statistic} value for variable X₂ was 2.271. Moreover, the value of the t_{-table} in this study was 1.657. Based on the coefficient table, the regression equation was.

$$Y = a + b_1X_1 + b_2X_2 \text{ or } Y = 2.308 + 0.225X_1 + 0.178X_2$$

To determine whether variables X₁ and X₂ partially affected Y, the t-count value was compared with the t_{-table} value. When the t_{-statistic} value was more significant than the t_{-table} value, the exogenous variable (X) affected the endogenous variable (Y). The t_{-statistic} value for variable X₁ was 2.904, which is also more significant than the t_{-table} value (1.657). Furthermore, the t_{-statistic} value for variable X₂ was 2.271, more significant than the t_{-table} value, confirming that both variables X₁ and X₂ had a partial effect on variable Y.

(f). *Hypothesis Test*

The effect of exogenous variables (X₁, X₂) on endogenous variables (Y) was tested using the t-test. The results showed that variable X₁ had a t_{-statistic} value of 2.904, while the t_{-table} value was 1.657. Therefore, the t_{-statistic} value was more significant than the value of the t_{-table}. The basis for the decision-making was that when the value of the t_{-statistic} > the value of the t_{-table}, H_a was accepted, and H_o was rejected, as detailed in the following hypothesis.

H1: "There is a partial effect of interactive strategies on speaking improvement" was accepted.

For variable X₂, the value of the t_{-statistic} 2.271 was compared with the t_{-table} value, which was 1.657. The result was that the t_{-statistic} value was more significant than the value of the t_{-table}, as detailed in the hypothesis below.

H2: "There is a partial effect of collaborative strategies on speaking improvement" was accepted.

The effect of X₁ and X₂ simultaneously was tested using the F-test. The test results showed that the value of the F_{-statistic} was 7.174, while the value of the F_{-table} was 3.09. The basis for decision-making was that when the F_{-statistic} value exceeded the F_{-table} value, H_a was accepted, and H_o was rejected, as detailed in the following hypothesis.

H3: "There is an effect of interactive and collaborative strategies simultaneously on speaking improvement" was accepted.

B. Discussion

Based on the data analysis output using SPSS software, a summary of the results of the multiple regression analysis in this study is available in Table 9:

TABLE 9
SUMMARY OF MULTIPLE REGRESSION ANALYSIS

Variable	Regression coefficient t-statistic	Sign.	
Constant	2.308	2.904	
X1	0.225	2.904	0.004
X2	0.178	2.271	0.025

F_{-statistic}: 7.174
R Square: 0.452

It was stated earlier that Interactive Strategies (X₁) serve as an exogenous variable while Speaking Improvement (Y) is the endogenous variable. This English learning strategy focuses on enhancing students' oral competence in English, including vocabulary mastery, pronunciation, and fluency within the context of oral communication (Arifin et al., 2022; Arafah et al., 2023b). The hypothesis test that "There is a partial effect of interactive strategies on speaking improvement" is accepted.

The summary table shows that Interactive Strategies partially affect speaking improvement, as the t_{-statistic} (2.904) is greater than the t_{-table} value of 1.657. The result of this study correlates with a publication conducted by Alsyouf and Kayed (2021), showing that interactive strategies significantly influence students' fluency in English. The learning activities carried out by applying interactive strategies include role-play, storytelling, and voice recording. A key focus of these activities is the development of speaking fluency. Similarly, a study by Namaziandost on Iranian students shows that applying interaction strategies positively impacts learners' speaking skills. The study further found that teaching interaction strategies positively promoted Iranian EFL learners' speaking ability. It then suggested applying interaction strategies to develop students' oral proficiency in English (Namaziandost, 2020; Iksora et al., 2022). The positive response to these strategies (Zega et al., 2023) proves they could motivate students to acquire speaking skills (Korovina S. et al., 2019; Asri et al., 2023). Therefore, interactive strategies with various oral activities, especially in improving speaking ability, can be applied in English language learning (Arafah et al., 2005).

Another exogenous variable in this study is the Collaborative Strategy. This English learning strategy is oriented to motivate students to learn collaboratively by using English to converse in groups. The hypothesis that "There is a partial effect of Collaborative Strategy on speaking improvement" is also accepted. The result confirms that the t_{-statistic} value (2.271) exceeds the t_{-table} value (1.657). This implies that collaborative strategies can be applied in teaching speaking skills, allowing students to practice English through group discussions. Collaborative activities effectively enhance students' learning (Petersen et al., 2023), particularly in speaking skill development, designed to support the learning activities to meet personal needs (Mackey et al., 2023). It also evolves as a promising classroom strategy to improve speaking comprehension (Yudith et al., 2023; Chrismaretta, 2024).

Both interactive and collaborative strategies have been proven to improve English-speaking skills significantly. The combined effect of these strategies is further examined using the F-test. The table above shows that the F_{-statistic} value is 7.174, which exceeds the F_{-table} value (3.09). Since the F_{-statistic} is greater than the F_{-table} value, it is concluded that the exogenous variables have a simultaneous effect on the endogenous variable. Therefore, this study confirms that interactive and collaborative strategies significantly affect speaking improvement. The contribution of both exogenous variables to speaking improvement is 45.2%, as indicated by the R Square value. This implies that 45.2% of the improvement in speaking skills can be attributed to using these strategies, while factors outside the scope of this study influence the remaining percentage.

V. CONCLUSION

In conclusion, the study confirmed that interactive and collaborative strategies had a partial effect on speaking improvement based on the discussion of the data analysis results. When facilitated by the English teacher, these strategies helped motivate and engage students to participate actively in conversations. Furthermore, the conversation materials needed to be accessible and appealing to all students so that they could express their ideas. When interactive

and collaborative strategies were applied together in the teaching and learning process, speaking improvement reached 45.2%, indicating that speaking skills significantly improved. However, consistent use of these strategies, combined with motivation and active participation from the students, was a key factor in achieving the objective of teaching and learning English-speaking skills, namely, that students could speak English fluently.

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