

Abstract

Vocabulary is a crucial aspect in learning English. The subject of English countable and uncountable nouns can be one of confusing parts for 7th grade students in SMPN 31 Surabaya when learning vocabulary. However, current second language learning and teaching researches have encouraged researchers to use collaborative and individual output tasks in second language classrooms in attempt to help students get more understanding of learning English nouns. This study examined and compared the effectiveness between collaborative and individual output tasks (cloze and editing tasks) in the learning process of English countable and uncountable nouns. This study aimed to investigate whether doing the tasks collaboratively or individually have significant differences and also to investigate the effects of cloze and editing tasks in the learning process of English countable and uncountable nouns. This study was conducted on two classrooms which was divided into collaborative group and individual group. Each group consisted of 30 pre-intermediate students. The effectiveness of the tasks was determined by how students successfully completed the tasks as well as by mean scores which was statistically counted using SPSS. The result of this study showed that there is a significant difference between individual and collaborative output tasks. Doing the tasks collaboratively leads to greater accuracy than doing the tasks individually. Furthermore, it showed that cloze tasks were easier for students to work on than editing tasks.

Keywords: *collaborative learning, individual learning, countable and uncountable nouns, editing tasks, cloze tasks*