

THE ROLE OF COLLABORATIVE LEARNING IN ENHANCING STUDENTS' SPEAKING ABILITIES

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Abstract

This study aimed to determine the role and effectiveness of collaborative learning in enhancing the English speaking abilities of class X students at MAN 1 Situbondo. The research employed a descriptive qualitative method, with data collected through observation, an interview with one English teacher, and the distribution of questionnaires to students. The population of this study consisted of the English teacher and class X students at MAN 1 Situbondo, with a sample of one teacher and 20 students. The data were analyzed through three stages: data reduction, data display, and conclusion drawing. The results showed that collaborative learning enhanced students' speaking fluency, vocabulary mastery, and self-confidence. Collaborative learning implemented during the learning process created a supportive environment that encouraged students to participate more actively in speaking English. Most students responded positively to this method, felt more motivated, practiced speaking more frequently, and experienced improvement in pronunciation. Therefore, collaborative learning proved to be an effective strategy for enhancing students' English-speaking skills. It is recommended that teachers continue to apply collaborative learning strategies and integrate them with digital media to maximize student participation and learning outcomes.

Keywords: Collaborative Learning, English as a Foreign Language (EFL), Speaking Ability

INTRODUCTION

The importance of speaking abilities in language learning and how to enhance productive speaking abilities was the main thing that should not be ignored (De Vrind, 2024). According to Haile, the ability to speak in second language learning focused on the ability to communicate daily, comfortably, and fluently to get the attention of the listener (Haile, 2024). Hooper explained that speaking was one of the basic abilities in English (Hooper, 2025). As explained by Kuche, English had become a language that must be mastered by everyone, not only because of its status as a world language, but because English had become a supporter of life for a better future (Kuche, 2024). Besides that, Wang stated that the ability to communicate in various foreign languages was increasingly important in the current era of growing globalization (Wang, 2024). Therefore, Nketsia said that teaching speaking abilities in a second or foreign language was very important to pay attention to in the education system (Nketsia, 2023).

Mastery of speaking abilities depended not only on the importance of the communication aspect itself but also on how those abilities were carried out in the classroom (DemiRöz, 2023). As a result, selecting the best teaching strategy was essential for assisting students in successfully enhancing their speaking abilities. Chung claimed that traditional teaching approaches that prioritized vocabulary and grammar instruction frequently left little room for students to practice speaking (Chung, 2022). Therefore, to help students feel more at ease and confident when speaking, more participatory and collaborative teaching approaches were required. The use of collaborative learning was a potential solution to these issues. The collaborative learning approach, as described by Eskiyurt, involved students working together in small groups to achieve common objectives and tasks while enhancing

their social and team abilities (Eskiyurt, 2024). Hayashi, who stated that the collaborative approach had been noted as one effective way to bolster students' speaking ability, especially for foreign language learners, mentioned some advantages and disadvantages of collaborative learning as a technique for learning English with respect to students' speaking abilities development (Hayashi, 2025). According to Ghavifekr, this approach allowed students to cooperate, exchange information, and grow self-confidence through teamwork (Ghavifekr, 2020). By working together in groups, students could not only enhance their speaking abilities but also learn to support each other and create a positive atmosphere.

In addition to contributing to enhancing speaking abilities, previous research showed that collaborative learning supported the development of students' critical thinking abilities. Idi Warsah, in her research entitled *The Impact of Collaborative Learning on Students' Critical Thinking Skills*, highlighted how this method could help students develop their critical thinking abilities. The study showed that collaborative learning not only had a positive impact on enhancing students' critical thinking memory but also played a role in forming a more analytical mindset in dealing with issues. In addition, this study also explored how students viewed the effectiveness of collaborative learning in their learning process (Warsah, 2021).

Although various studies had proven the benefits of collaborative learning in enhancing critical thinking abilities, there was still one big question that was rarely discussed: How could this method contribute to enhancing students' speaking abilities? In fact, good speaking abilities were no less important than critical thinking. The ability to speak enabled students to express themselves clearly, built self-confidence, and engaged in social and academic activities. Therefore, speaking abilities deserved the same level of attention and focus as other cognitive abilities in language learning.

Researchers chose the research location at MAN 1 Situbondo because, at this level, students began to face more complex communication needs, both academically and socially. Apart from that, based on the results of initial observations and interviews with teachers, it was found that students at MAN 1 Situbondo had various academic abilities, but many of them still lacked confidence in speaking English. The results of the first survey supported this statement since many students felt anxious or afraid of speaking English, especially in formal situations like giving a speech in class. This issue was considered even more significant in the context of globalization, where English speaking ability became a crucial component of education and served as a primary tool for international communication. Thus, enhancing English speaking abilities at the madrasah level became a major issue in preparing students to face challenges in the global world. By having good speaking abilities, madrasah students could not only adapt to global changes but also have a greater opportunity to compete in the academic world. The choice of this location was also based on the desire to make a real contribution to enhancing the quality of English language learning at the madrasah level, which often had the unique characteristic of integrating academic and religious values.

To achieve these goals, a deeper understanding of learning strategies that could help students overcome barriers to speaking English was needed. Therefore, this study focused on the role of collaborative learning in enhancing students' speaking abilities. In addition, this study also aimed to determine the effectiveness of collaborative learning methods by analyzing the challenges faced by teachers in implementing collaborative learning and the impact felt by students on their speaking abilities after participating in collaborative learning. Thus, it was hoped that the results of this study could contribute to the development of more innovative English learning strategies.

METHOD

This study used a qualitative descriptive methodology. According to Mutiani, the descriptive qualitative method was used to describe situations, events, and processes that occurred during the implementation of collaborative learning, as well as to collect relevant baseline data (Mutiani, 2020). Meanwhile, according to Christina, the purpose of this qualitative research model was to gain in-depth insight into teachers' views and reflections on the success of collaborative learning in enhancing students' speaking abilities (Christina, 2021). The qualitative descriptive method referred to an approach that aimed to describe data based on the facts of teachers' and students' experiences.

The population in the study was English teachers and class X students at MAN 1 Situbondo. The sample consisted of one English teacher who implemented collaborative learning and 20 class X students who participated in the learning activities. The sampling technique used was purposive sampling. According to Memon, purposive sampling is a data source sampling technique based on certain considerations (Memon, 2024). In this study, teachers were selected because they were directly involved in the implementation of collaborative learning, while students were selected based on their active involvement in the learning process, consistent attendance, and willingness to provide information through questionnaires.

To support the implementation of this approach, the researchers were involved in the data collection process by visiting schools as an observer and interviewer. The researchers interviewed a teacher on collaborative learning strategies to enhance students' speaking abilities. Moreover, the researchers also took on the role of distributor by administering questionnaires to students as a means of gathering data about their perceptions of the collaborative learning strategies used by teachers. According to Camila, direct presence enabled the researcher to obtain more reliable and in-depth data regarding the focus of the study (Camila, 2024).

The data sources in this study consisted of primary data and secondary data. Primary data were obtained through interviews with English teacher, who provided direct information from parties involved in the learning process. This interview was chosen as the main source because it was considered the best way to explain learning practices in more detail and contextually. The role of secondary data in this study was to obtain information related to students' perceptions of collaborative learning in English through the completion of questionnaires. The combination of the two data sources gave researchers a more complete understanding of the effectiveness of collaborative learning in enhancing students' speaking abilities.

The data in this study were collected through observation, interviews, and questionnaires as the main techniques, referring to Architha's view that data collection involved validated procedures to ensure the success of the study (Architha, 2020). Observations were carried out in a participatory manner through the implementation of collaborative learning, supported by instruments in the form of interviews and questionnaires. Semi-structured interviews were conducted with one English teachers to explore their experiences, strategies, and challenges in implementing collaborative learning to enhance students' speaking abilities. Meanwhile, questionnaires were given to 20 students to determine their perceptions of collaborative learning. This technique allowed researchers to obtain comprehensive data on the effectiveness of the method from both the teachers' and students' perspectives.

Next, the collected data were analyzed through three stages: namely, data reduction, data presentation, and drawing conclusions. In the reduction stage, the researchers filtered

data from classroom observations, interviews, and questionnaires to select information relevant to the research purposes. Moreover, the data were presented in narrative form to illustrate group dynamics and student engagement in collaborative activities, as well as students' own responses to their learning experiences. Teacher interviews also provided an overarching understanding of the benefits and challenges of implementing the method. The final stage was to draw conclusions, in which the data were used to evaluate the extent to which collaborative learning enhanced student self-confidence, speaking fluency, and vocabulary mastery, contextualizing the results with prior experiences and theories, and then considering the results overall.

In order for the results of the analysis to have a high level of confidence, researchers also paid attention to data validity through the application of triangulation techniques. According to Saadah, data validity is an important requirement in qualitative research in order to produce accurate findings (Saadah, 2022). Meanwhile, Creswell stated that triangulation strengthened the validity of findings through cross-checking from various sources (Creswell, 2018). Based on the opinion of Noble, there are three types of triangulation, namely data triangulation, method triangulation, and researcher triangulation (Noble, 2019). The results of these three techniques were compared and confirmed with each other to examine the consistency of the information obtained. For example, information gathered from observing student activities in collaborative learning was compared with the results of teacher interviews and student responses in the questionnaire. If there was a match between sources, the data were considered valid. This approach provided a more comprehensive understanding of the phenomenon being studied and increased confidence in the research findings.

FINDINGS AND DISCUSSION

Findings

This study aimed to determine the role and effectiveness of collaborative learning in enhancing the speaking abilities of class X students at MAN 1 Situbondo. To achieve this goal, data were collected through observations of classroom learning activities, interviews with English teachers, and questionnaires distributed to students. This third instrument was used to obtain a comprehensive picture of how the collaborative learning method was applied, how students responded, and to what extent this method affected the development of their speaking abilities. The following presented the findings from each research instrument.

Based on the results of observations conducted in the English learning process in class X MAN 1 Situbondo, it was found that the teacher consistently implemented collaborative learning methods. The teacher divided students into small groups consisting of five members, with the aim that each student had a greater opportunity to participate actively. Each group was given a specific topic to discuss, and students were asked to conduct discussions using English as the language of instruction. During the activity, the teacher set a rule that each student had to use English in group discussions. Students who were caught speaking in Indonesian were fined, and the fine money was put into the class fund. This rule was applied to accustom students to using English actively. The classroom atmosphere seemed quite lively; most students appeared enthusiastic and engaged actively in discussions. However, there were still some students who looked passive and lacked confidence in expressing their opinions. Some of them only spoke a little or simply followed their group mates without making a significant contribution.

The teacher was also seen actively going from one group to another to monitor the progress of the discussion. She gave directions when the discussion was not running

effectively, corrected inappropriate language use, and provided direct motivation to students who appeared to be less participative. In addition, the teacher also gave praise to groups that demonstrated good collaboration in order to increase the enthusiasm of other students to learn. This observation showed that although collaborative learning had been implemented well, additional strategies were needed to increase the confidence of students who remained passive so that their involvement could be more optimal.

To strengthen the observation results, the researcher conducted an interview with one English teacher who had implemented the collaborative learning method in the classroom. This teacher was selected as the key informant because of her active involvement in the implementation of the method and her experience in teaching speaking skills through collaboration. The interview aimed to explore her views on the role and effectiveness of the method in enhancing students' speaking abilities. She explained that the collaborative approach had been specifically applied to teach speaking skills. She stated:

Yes, I applied collaborative learning methods in class, especially in teaching English speaking abilities. I divided my students into several groups to discuss the assignments I gave.

This statement showed that the teacher actively used a collaborative approach, especially to develop students' speaking abilities through group discussion activities. When asked the reason for choosing this method, the teacher answered,

I chose this method because it encouraged students to interact and work together. With this, they became more active in discussions and understood the material more easily, especially in English learning which required speaking practice.

This explanation confirmed that collaboration was considered capable of reducing students' psychological barriers in speaking, while increasing their understanding of learning materials. However, the teacher also faced challenges while implementing this method. She said,

One of the challenges I faced was that some students tended to be passive or were not very confident to speak in front of their friends. In addition, the difference in speaking ability between students also affected group dynamics.

This statement reflected that collaborative learning also had limitations, especially when dealing with the diversity of student characters. Special strategies were needed so that all students could be actively and equally involved in the group. To overcome these obstacles and maintain student motivation, the teacher created a positive learning atmosphere. She explained,

To motivate students, I provided a supportive atmosphere in the classroom, such as giving small awards to groups that were active and creative in discussions. I also made sure that every student had a chance to speak, and I gave praise or positive feedback when they succeeded in expressing their opinions.

From this, it could be seen that the teacher realized the importance of the psychological aspect in the teaching and learning process. Positive reinforcement proved to be an effective way to build students' confidence. The teacher also explained how she evaluated students' speaking abilities. She said,

Evaluation was done through direct observation during group discussions. I also gave individual speaking assignments after the discussion session to measure students' speaking ability. I assessed them based on their fluency, appropriate use of vocabulary, and their ability to convey ideas clearly.

This evaluation method showed that the assessment was carried out authentically and contextually, not only based on formal tests, but also based on the real performance of students in communication situations. In terms of student development, the teacher said that there was a significant increase. She said,

Yes, I saw an improvement in the students' pronunciation. By practicing speaking more frequently in groups, the students became more confident and dared to try using English even though there were mistakes.

This showed that practicing speaking in a collaborative atmosphere not only improved fluency, but also trained the students in pronunciation and language accuracy. The teacher also highlighted the students' comfort in joining this activity. She stated,

Most students felt more comfortable and motivated to speak English when they learned with collaborative methods. They felt that group discussions provided a space for mutual support, so they were less afraid to make mistakes and were more open to speaking.

This illustrated that the emotional and social aspects in the group had a big role in increasing students' courage in speaking. Regarding the overall impact on students' speaking abilities, the teacher stated,

After using this method, I saw a significant improvement in students' speaking ability. They became more fluent, more confident, and used a wider variety of vocabulary.

This statement showed that the collaborative learning method not only helped students speak more often, but also enriched their overall language abilities. This statement was in line with the views of the teacher who conveyed the overall effectiveness of this method. She concluded,

I believed that the collaborative learning method was very effective in enhancing students' English speaking ability. Because students worked together in groups, they not only learned from the material taught, but also from their friends.

This conclusion reinforced that collaborative learning was effective in building a dynamic learning experience, where interactions between students became valuable learning resources. When implementing this method, teachers also sometimes used video materials from YouTube. After watching the video, students then discussed the assignments given by the teacher. The teacher explained,

I also sometimes used video materials from YouTube, for example, video materials on the topic to be discussed. Then, after watching, I gave them assignments to discuss.

The teacher's statements indicated that the use of videos from YouTube as a supporting medium in collaborative learning helped students understand the material more contextually. Through discussions after watching the video, students were encouraged to practice speaking English more confidently and interactively.

To complement the data obtained from the results of observations and interviews, questionnaires were distributed to 20 students to explore their perspectives on the implementation of collaborative learning methods. The results of the questionnaire responses were summarized in the following table:

Table 1. Results of student questionnaires

No	Statement	Agree	Disagree
1	Teachers often apply collaborative learning methods in English learning.	90%	10%
2	You like collaborative learning methods in learning English	85%	15%
3	Collaborative learning methods help you interact better with friends.	90%	10%
4	Collaborative learning methods help you speak more actively	80%	20%
5	Collaborative learning methods make you practice speaking more often.	85%	15%
6	Collaborative learning methods make you more confident	75%	25%
7	This method helps to enhance your pronunciation	80%	20%
8	This method is useful to enhance your speaking abilities.	85%	15%
9	This method makes you more motivated	80%	20%
10	This method is effective in enhancing your speaking abilities.	90%	10%

Based on the table above, most students gave positive responses to the implementation of the collaborative learning method. As many as 90% of students stated that teachers often applied this method, and 85% of students liked it. This method also helped students interact better with friends (90%) and speak more actively (80%). In addition, 85% of students felt they practiced speaking more often, and 80% felt that their pronunciation improved. Most

students (75%) felt more confident, although 25% did not feel the effect. This method was also considered useful for enhancing students' speaking abilities (85%) and making them more motivated (80%). Finally, 90% of students felt that this method was effective in enhancing their speaking abilities. Overall, the data showed that the collaborative method, with the support of active teacher roles and the use of technology, had a profound impact on students' speaking abilities, social interactions, and motivation in learning English

Discussion

Based on the results of observations, interviews, and questionnaires, collaborative learning had been proven to have a positive impact on students' English speaking abilities in class X MAN 1 Situbondo. This finding showed the importance of the role and effectiveness of collaborative methods in enhancing students' speaking abilities.

The Role of Collaborative Learning in Enhancing Students' Speaking Abilities

The role of collaborative learning in enhancing the speaking ability of class X students of MAN 1 Situbondo was seen through the increase in their self-confidence, speaking fluency, and ability to interact using English. In this study, the collaborative learning method was implemented by dividing students into small groups to discuss using English. This process provided an opportunity for students to practice speaking actively in a supportive atmosphere. Based on the results of the observations, although some students were initially passive, they gradually showed improvement in speaking after being involved in this method several times. This was in line with Saleem's theory, which emphasized that learning was a social process that occurred through interaction (Saleem, 2021). This finding was also supported by research from Joko, who stated that group discussions in collaborative learning enhanced students' confidence and fluency in speaking English (Joko, 2023). Therefore, collaborative learning proved to be an effective method for class X students of MAN 1 Situbondo to enhance their speaking abilities.

Speaking learning was very important in teaching English. Ferdianto stated that English learning should have provided sufficient opportunities for students to practice speaking actively (Ferdianto, 2022). In this study, several students of class X MAN 1 Situbondo who had previously felt awkward or afraid of making mistakes, began to show greater confidence in speaking after being involved in collaborative learning. This was also in line with Hamdani's view that speaking abilities were a measure of students' success in language learning (Hamdani, 2022). With collaborative learning, students were given space to practice their speaking abilities in a more relaxed and supportive atmosphere.

Etnawati emphasized that learning that occurred in a social context allowed students to help each other understand the material and enhance their speaking abilities (Etnawati, 2022). In class X MAN 1 Situbondo, social interaction between students in groups provided opportunities to speak and give direct feedback that helped them enhance pronunciation and grammar. The more often students discussed, the more confident they became to use English in everyday communication, which enhanced their speaking fluency. Teachers also played an important role as facilitators who monitored the discussion, provided direction, and supported students in this process. In addition, teachers also utilized YouTube media as a means to provide material. By accessing learning videos, students could see more authentic language use, which further supported their understanding of the topics discussed.

The collaborative learning method in the classroom provided an opportunity for students to use English in real situations through discussion tasks. In these discussions, students talked about topics that were relevant to their lives, which made learning more meaningful and easier to understand. Collaborative learning also provided an opportunity for

students to practice speaking in more authentic situations. In addition, the use of YouTube media by teachers as part of learning provided students with access to diverse content, which not only enhanced their speaking abilities but also deepened their understanding of the material being studied. Thus, collaborative learning in class X MAN 1 Situbondo did not only focus on theory, but also provided practical experiences that helped students communicate more effectively in English.

In addition, collaborative learning in the classroom was greatly influenced by students' psychological factors. Hifdil stated that most students needed psychological support in the learning process, especially in learning English (Hifdil, 2024). Teachers actively created a supportive atmosphere by providing appreciation and positive feedback to students. According to Islam, teachers provided feedback so that students could enhance their performance in the future (Islam, 2022). This had also been shown to increase students' self-confidence and make them more courageous in speaking. Thus, collaborative learning in class X MAN 1 Situbondo did not only focus on cognitive aspects, but also paid attention to students' emotional aspects that affected their motivation and success in learning languages.

The Effectiveness of Collaborative Methods in Enhancing Speaking Abilities

The effectiveness of collaborative methods in enhancing students' speaking abilities can be seen from significant improvements in students' fluency, pronunciation, and self-confidence. The results showed that students of class X MAN 1 Situbondo who were previously afraid of speaking began to feel more confident and active in discussions after implementing this method. Collaborative learning provided opportunities for students to practice speaking continuously in supportive situations, so that they were not afraid of making mistakes. This was in line with the self-determination motivation theory put forward by Yengkopiong, which stated that learning that provided opportunities for students to be actively involved in the learning process could increase their intrinsic motivation (Yengkopiong, 2025). In this case, a collaborative learning atmosphere created conditions that made students feel more comfortable speaking. Research by Gustina also showed that students who learned using collaborative methods tended to experience significant improvements in self-confidence and speaking abilities due to social support from group members (Gustina, 2024).

In addition, Shahmohammad explained that collaborative learning also had a positive impact on students' social development, especially in terms of interactions between classmates (Shahmohammad, 2022). Students who were initially less confident began to feel more comfortable speaking in front of classmates. Felice stated that individuals could learn and develop abilities through observation and interaction with others, which in this context were their group mates (Felice, 2023). In group discussions, students got direct and positive feedback from their friends, which helped them enhance their pronunciation and enrich their vocabulary. Similar results were also found by Chrismaretta, who stated that interactions between group members in collaborative learning enhanced students' speaking abilities because they felt freer to express their opinions in a supportive atmosphere (Chrismaretta, 2024). Therefore, collaborative learning not only enhanced speaking abilities but also overcame psychological barriers that often prevented class X MAN 1 Situbondo students from speaking English.

According to Zainuddin, the speed of students' learning in English was highly dependent on how many opportunities they were given to practice speaking (Zainuddin, 2022). In this study, it was proven that students of class X MAN 1 Situbondo who were given the opportunity to practice speaking collaboratively mastered their speaking abilities faster. Collaborative learning provided many opportunities for students to speak actively, both in

discussions and in individual speaking sessions conducted after discussions. Thus, students who were initially less fluent in speaking began to show enhancements in their speaking fluency. This was in accordance with Fithriyani 's findings which stated that the more often students practiced, the better their speaking abilities were (Fithriyani, 2024)

Students' pronunciation also showed clear enhancement after being involved in collaborative learning. The teacher noted that although students' pronunciation was not perfect, they showed greater effort to enhance it. This aligned with Nasrullah's findings, which emphasized the importance of pronunciation in speaking abilities (Nasrullah, 2024). Haryudin also explained that in collaborative learning, students had the opportunity to give each other feedback on pronunciation and grammar, which helped them correct their speaking errors (Haryudin, 2020). The study conducted by Lin supported this finding, where students who learned in collaborative groups showed significant improvement in word pronunciation after receiving direct corrections from their groupmates. (Lin, 2018). Thus, this interaction-based learning provided greater opportunities for students of class X MAN 1 Situbondo to develop their speaking abilities, including more accurate pronunciation.

Collaborative learning has been proven to be effective in enhancing students' speaking abilities in class X MAN 1 Situbondo. Students not only became more confident, but also more fluent in speaking and enhancing their pronunciation. This method also helped students overcome psychological barriers that often became obstacles in speaking English. By providing opportunities to practice speaking in groups, students became more open to speaking in English, which in turn enhanced their overall speaking abilities. Based on the research findings, it can be concluded that collaborative learning had a positive impact on the development of students' speaking abilities, by paying attention to cognitive, social, and psychological aspects that supported each other.

CONCLUSION

Based on the results of the study and discussion, it can be concluded that collaborative learning played an important role in enhancing students' speaking abilities. Through group discussions, students became more active in practicing speaking, more confident, and experienced enhancements in pronunciation and vocabulary mastery. The collaborative method also created a supportive classroom atmosphere that could reduce psychological barriers such as the fear of making mistakes when speaking English. The results of observations, interviews, and questionnaires showed that students felt more comfortable, motivated, and actively involved in speaking activities after the implementation of the collaborative learning method.

In addition to enhancing speaking fluency, collaborative learning has also been shown to increase students' motivation to learn English. Despite challenges such as differences in self-confidence among students, teachers were able to manage classroom dynamics with effective strategies so that all students remained active participants. Thus, collaborative learning was an effective and relevant method to enhance students' English speaking abilities and prepare them for the demands of communication in the global era.

This study had limitations in terms of the narrow scope of subjects, as it only involved class X students at MAN 1 Situbondo, and the implementation period was relatively short. For further research, it was recommended to involve participants from various educational levels and institutions, and to be conducted over a longer period to examine the long-term impact of collaborative learning on speaking abilities. Future studies could also explore the effectiveness of this method in both formal and informal speaking contexts.

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