

COLLABORATIVE LEARNING FOR SPEAKING SKILL: A DESCRIPTIVE STUDY ON EFL UNDERGRADUATE STUDENTS

ABSTRACT

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This study is entitled *Collaborative Learning for speaking skill: a descriptive study on efl undergraduate students*. This research aimed to describe the implementation of collaborative learning strategies in teaching speaking skills to third-semester students of the English Education Study Program at Artha Wacana Christian University, Kupang. Employing a descriptive qualitative design, the study investigated how Think–Pair–Share (TPS), Numbered Heads Together (NHT), Two Stay Two Stray (TSTS), and Inside–Outside Circle (IOC) were implemented in speaking classes and how these strategies influenced students' learning experiences. The participants were 12 students enrolled in the Public Speaking course. Data were collected through classroom observations, semi-structured interviews, and documentation, and analyzed using Miles and Huberman's model. The findings revealed that the strategies were implemented effectively and created an interactive and communicative learning environment. Students became more active, confident, and responsible in speaking activities. Each strategy contributed differently to speaking development: TPS supported idea organization, NHT encouraged accountability, TSTS enhanced cooperation, and IOC improved fluency and spontaneity. Despite minor challenges such as unequal proficiency levels and time limitations, collaborative learning strategies proved in improving students' speaking fluency, participation, and motivation. Overall, collaborative learning provided a positive and engaging environment that supported students' speaking competence through interaction and peer collaboration.

Key words: *Collaborative Learning, Speaking Skill, Descriptive Study, English Education*

PEMBELAJARAN KOLABORATIF DALAM KETERAMPILAN BERBICARA: STUDI DESKRIPTIF PADA MAHASISWA EFL

ABSTRAK

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Penelitian ini berjudul *Pembelajaran Kolaboratif dalam Keterampilan berbicara: Studi Deskriptif pada Mahasiswa efl*. Penelitian ini bertujuan untuk menggambarkan implementasi strategi pembelajaran kolaboratif dalam pengajaran keterampilan berbicara kepada mahasiswa semester ketiga Program Studi Pendidikan Bahasa Inggris di Universitas Kristen Artha Wacana, Kupang. Menggunakan desain kualitatif deskriptif, penelitian ini menyelidiki bagaimana strategi Think–Pair–Share (TPS), Numbered Heads Together (NHT), Two Stay Two Stray (TSTS), dan Inside–Outside Circle (IOC) diterapkan dalam kelas berbicara, serta bagaimana strategi-strategi tersebut mempengaruhi pengalaman belajar mahasiswa. Peserta penelitian adalah 12 mahasiswa yang mengikuti mata kuliah Public Speaking. Data dikumpulkan melalui observasi kelas, wawancara semi-terstruktur, dan dokumentasi, serta dianalisis menggunakan model Miles dan Huberman. Temuan menunjukkan bahwa strategi-strategi tersebut diterapkan secara efektif dan menciptakan lingkungan belajar yang interaktif dan komunikatif. Siswa menjadi lebih aktif, percaya diri, dan bertanggung jawab dalam aktivitas berbicara. Setiap strategi berkontribusi secara berbeda terhadap perkembangan berbicara: TPS mendukung organisasi ide, NHT mendorong tanggung jawab, TSTS meningkatkan kerja sama, dan IOC memperbaiki kelancaran dan spontanitas. Meskipun ada tantangan kecil seperti tingkat kemahiran yang tidak merata dan keterbatasan waktu, strategi pembelajaran kolaboratif dalam meningkatkan kelancaran berbicara, partisipasi, dan motivasi siswa. Secara keseluruhan, pembelajaran kolaboratif menciptakan lingkungan yang positif dan menarik yang mendukung kemampuan berbicara siswa melalui interaksi dan kolaborasi antar teman sekelas.

Kata Kunci: *Pembelajaran Kolaboratif, Keterampilan Berbicara, Studi Deskriptif, Pendidikan Bahasa Inggris*