THE IMPLEMENTATION OF COLLABORATIVE LEARNING TO DEVELOP MULTIFACETED ENGAGEMENT AT SMP SANTO PETRUS MEDAN

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Abstract: The collaborative learning method is a popular method applied in class because collaborative learning can motivate students to be more active in class, deepen the lesson as a team and accomplish common tasks. This study aims to find out how collaborative learning methods are in speaking classes from the students' point of view, and what the challenges are when collaborative learning methods are applied in English classes for students. In this research, the use of quasi-experimental research methods has been carefully selected and implemented. to enable systematic investigation and evaluation of the causal relationship between the application of Collaborative Learning and improvement of students' speaking performance, ensuring it is reliable and valid. To explore students' views on the use of collaborative multifaceted engagement learning methods in speaking classes. The results of this study found that there were significant differences between speaking abilities students who apply Collaborative Learning to develop Multifaceted Engagement and who do not Collaborative Learning to develop Multifaceted Engagement. Where students who received treatment had better scores than students who did not receive treatment. This shows that Collaborative Learning to develop Multifaceted Engagement in encouraging collaboration and students' speaking performance. This research makes a valuable contribution by focusing on applying Collaborative Learning skills to develop Multifaceted Engagement.

Keywords: *collaborative learning, educational practice, multifaceted engagement, quasi-experimental research, SMP Katolik Santo Petrus Medan, speaking performance*

INTRODUCTION

Collaborative learning (CL) is an educational approach to teaching and learning that involves groups of students working together to solve problems, complete assignments, or create products. The term Collaborative Learning refers to a method of instruction in which learners at various levels of performance work together in small groups toward a common goal. According to Barkley (2014: 4) in his book Collaborative Learning Techniques, collaborating means working with others. Collaborative learning practices mean working in pairs or small groups to achieve shared learning goals. Collaborative learning means learning through group work, not self-study. according to Slavin (2005: 4-8) refers to various learning models in which students work together in small groups consisting of various levels of achievement, gender, and ethnic background to help each other in learning. subject matter. The five basic elements involved in Collaborative Learning are: 1). Positive interdependence, 2). Individual and group accountability, 3). Interpersonal and small group skills, 4). Face-to-face promotive interactions, and 5). Group processing.

It is important for teachers to create a collaborative learning environment where students can actively engage with the material and one another to foster critical thinking, motivation, and information retention. In this case, what should happen is that students are more directed to practice than just theory by the teacher there to guide students to be effective, have a passion for learning, be able to formulate creative ideas, have the character of a responsible person, be able to work collaboratively in a team, have good interpersonal skills, able to communicate well, and develop emotionally. Collaborative work is required to sustain and grow this activity, emphasizing mutual understanding, respect, responsibility and tolerance.

Speaking skill is a critical communication skill that involves the ability to convey information, ideas and emotions to an audience through the use of verbal and nonverbal communication. Effective speaking skills are essential in a variety of contexts, including academic settings, business presentations, and public speaking events. According to Brownell (2013:78-95), effective speaking skills involve several key components, including the ability to organize and structure information, use body language and tone of voice appropriately, and engage the audience through effective storytelling and other engagement strategies. He also notes the importance of preparation and practice in developing strong speaking skills.

In addition, Gudykunst and Ting-Toomey (2017:231-247) emphasize the role of cultural context in speaking, noting that effective communication involves understanding and adjusting to cultural norms and audience expectations. They also highlight the importance of building rapport and building trust with the audience. Overall, effective speaking skills involve a range of cognitive, linguistic, and social skills that require practice and refinement over time. By developing these skills, individuals can increase their ability to communicate effectively and achieve their communication goals. According to Brown and Yule (1983:1-20), speaking skills include choosing the right words, knowledge of grammar, and the ability to organize thoughts and ideas to be conveyed clearly and effectively.

Collaborative learning in speaking involves the process of working with others to develop and improve speaking skills through interaction, feedback and support. This approach emphasizes active participation, mutual support, and shared learning experiences, and has been shown to be effective in improving speaking skills. According to Barkley, Cross, and Major (2014: 123), collaborative learning involves several main principles, including promoting active involvement, providing opportunities for interaction and feedback, and building a sense of community and trust. They also note that collaborative learning can help students develop a deeper understanding of subject matter, improve critical thinking skills, and improve their communication and collaboration skills.

RESEARCH METHOD

This researcher used Quasi Experimental design in the form of Pre-test-Post-test that used two groups, experimental and control. The experimental group was taught by using Collaborative Learning and the control one was taught by using textbook. Both of them are given the pre-test and post-test. Cook and Wong (2008) argue that the design of experiment research can be seen as follow:

Group:	Pre-test	Treatment	Post-test
Experiment Class	O1	X1	O2
Control Class	O3	X2	O4

Table 1 Design of Experimental Research

Note:
O1 = Pre-test for experimental group
O2 = Post-test for experimental group
O3 = Pre-test for control group
O4 = Post-test for control group
X1 = Treatment for experimental group
X2 = Treatment for control group
(Cook and Wong, 2008), cited in (Alasuutari, Bickman., & Brannen,)

In this study, the researcher uses experimental research with quantitative approach. The researcher wants to know the effectiveness of using collaborative learning to develop multifaceted engagement by experimental research. The impact is assessed by providing a specific treatment. The effectiveness will be know the significant differences between the students who are taught without using Collaborative learning in developing multifaceted engagement technique.

Researchers collected data using a set of oral tests for pre-test and post-test. The pre-test is given to measure students' Collaborative Learning before being given learning media. Besides, a post-test was given to measure the improvement in students' speaking skills after receiving treatment.

Population and sample are important element in a research study. According to Arikunto (2006:130), population is a total member of research respondent. Meanwhile, Johnson (1998:110) defines population as the entire group of entitles or person to whom the result of the study is intended to apply. The population in this research was the VIII grade students of SMP Swasta Santo Petrus Medan in the year academic 2022/2023.

According to Arikunto (1993:104), a sample is a part of population investigated. Sample is taken as basis of recapitulating shall deputize or representative for those population. This research study is pre-test and post-test. The researcher did not choose the sample by using random sampling. As a sample the researcher decided that the VIII-2 was an experimental group while the VIII-3 was a control group. A conversation part in the text book was applied for control class, while Collaborative learning in developing multifaceted engagement was applied for experimental class.

RESULT AND DISCUSSION

Research Result

The data shown in this part were collected from students 'score in pre-test andpost-test of both experimental class and controlled class. The data were described into

two tables. Table 1 shown the students' score and achievement in experimental class while Table 2 shown the students 'score and achievement in controlled class.

The data of Experimental class

No	Pre-test	Post-test
1	60	85
2	65	85
3	55	60
4	60	75
5	70	90
6	60	85
7	70	90
8	65	80
9	55	70
10	65	85
11	65	75
12	60	80
13	60	90
14	70	90
15	55	85
16	65	85
17	70	90
18	65	75
19	70	75
20	60	80
21	60	90
22	65	90
23	55	85
24	60	80
25	70	85
26	70	90
27	65	90
28	60	80
29	65	90
30	55	85
31	60	90
32	75	90

Table 1. Score Experimental Class

The data of Control class

No	Pre-test	Post-test
1	60	65
2	50	55
3	55	60
4	60	60

5	60	65
6	60	60
7	50	55
8	45	45
9	60	60
10	55	60
11	40	45
12	45	45
13	50	55
14	55	55
15	50	50
16	45	45
17	40	45
18	50	50
19	45	50
20	60	60
21	55	55
22	60	60
23	45	50
24	45	50
25	50	50
26	45	50
27	50	55
28	60	65
29	60	60
30	45	50
31	45	50
32	60	60

Table 2. Score Experimental Class

In this section, the writer calculates the data to test the hypothesis whether there is a significant difference between students' speaking skills in the experimental class taught using Collaborative Learning and students' speaking skills in the control class without using Collaborative Learning. The author calculates the data using the t-test formula. Two classes, experimental class and control class, were compared. The Writer uses SPSS to test the data hypothesis where the test used is the t-test.

Independent Samples Test

		t-test for Equality of Means		
		Sig. (2-tailed)	Mean Difference	Std. Error Difference
SCORE	Equal variances assumed	.000	29.219	1.695
	Equal variances not assumed	.000	29.219	1.695

Independent Samples Test

		t-test for Equality of Means	
		95% Confidence Interval of the Difference	
		Lower	Upper
SCORE	Equal variances assumed	25.831	32.607
	Equal variances not assumed	25.830	32.608

Table 3. Hypothesis Testing Result

From the calculation of the data in the table above, in the significant degree of 0.05 and $df= 62$, H_o is rejected and H_1 is accepted. It means that the information gap is effective towards students' speaking skill. Independent Sample t-Test Hypothesis Test is used to compare the averages of two groups that are not related to one another with the aim of knowing whether the two groups have the same average or not. In the calculation of the Independent Sample t-Test there are t test criteria, namely if t count > t table then H0 is rejected, if t count <t table then H1 is accepted.

In the Independent Sample t-Test table it can be seen that the t count is 17,241 while the t table can be determined using Ms.Excell with the formula =tinv (probability,df) or =tinv (0.05;96) the result is 1.669. From the results of the analysis it can be concluded that t count > t table (17,241> 1.669) and p value (0.002 <0.05), then H0 is rejected. This shows that the null hypothesis (H0) is rejected and Ha is approved, in other words that there are significant differences before and after applying Collaborative Learning to encourage students speaking performance.

Discussion

This study aims to investigate the efficacy of applying Collaborative Learning to encourage students' speaking performance. The research design used is a quasi-experimental method, which allows a systematic examination of the causal relationship between the application of empathic communication techniques and the improvement of students' speaking skills. The results revealed a significant difference between the experimental class, where Collaborative Learning was implemented, and the controlled class, where standard teaching techniques were used.

Group Statistics

	CLASS	N	Mean	Std. Deviation	Std. Error Mean
SCORE	POST TEST EXPERIMENT CLASS	32	83.59	7.210	1.275
	POST TEST CONTROL CLASS	32	54.38	6.318	1.117

Table 4. Group Statistics

From the table above, the results of the study show that there are significant differences in students' speaking learning outcomes between the experimental class using empathic communication and the control class using standard teaching techniques. The average post-test score for the experimental class (83.59) was significantly higher than the average post-test score for the control class (54.38). This finding is in line with previous research that highlighted the positive impact of Collaborative Learning on various aspects of education, including student performance in class.

In this section, the findings of the research will be discussed in detail, providing insights into the implications of using Collaborative Learning to enhance students' speaking skills. The results of the pre-test and post-test scores in both the experimental and control groups indicate a noteworthy improvement in speaking skills for the students exposed to the Collaborative Learning approach. Effectiveness of Collaborative Learning: The data from the post-test scores reveal a substantial increase in speaking skills among students in the experimental group who underwent Collaborative Learning compared to those in the control group. This finding aligns with the theoretical underpinnings of Collaborative Learning, emphasizing active participation, mutual support, and shared learning experiences as factors that contribute to enhanced speaking abilities. The significant difference observed between the pre-test and post-test scores in the experimental group provides evidence that Collaborative Learning positively impacts students' speaking skills.

Benefits of Collaborative Learning in Speaking Skills: The collaborative nature of the learning environment in the experimental group is likely to facilitate more interactive discussions, constructive feedback, and exposure to various perspectives. This active engagement and exchange of ideas within the group may have contributed to a deeper understanding of subject matter, improved critical thinking skills, and heightened communication and collaboration skills. These outcomes support the claims made by Barkley, Cross, and Major (2014) regarding the positive influence of collaborative principles on learning outcomes.

CONCLUSION

In conclusion, this study has demonstrated the effectiveness of Collaborative Learning in enhancing students' speaking skills. The research design utilized a quasi-experimental approach, comparing the outcomes of an experimental group exposed to Collaborative Learning and a control group taught through standard methods. The results clearly indicate a significant difference in speaking performance between the two groups.

The application of Collaborative Learning principles in the experimental group led to remarkable improvements in speaking skills. This approach, characterized by active engagement, mutual support, and shared learning experiences, facilitated a deeper understanding of subject matter, enhanced critical thinking abilities, and fostered effective

communication and collaboration skills. The data analysis substantiates the positive impact of Collaborative Learning on students' speaking abilities, reinforcing the assertions of scholars like Barkley, Cross, and Major (2014).

The implications of this research extend beyond the realm of education, emphasizing the importance of creating interactive and collaborative learning environments. Educators play a pivotal role in shaping such environments, where students actively engage with both the material and their peers. By promoting active involvement, providing opportunities for interaction and feedback, and building a sense of community and trust, educators can harness the benefits of Collaborative Learning to enhance students' speaking skills and overall learning experience.

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