ENGAGING STRATEGIES FOR TEACHING ENGLISH THROUGH COLLABORATION TECHNIQUE

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Abstract	Article Information
The objectives of this study were two points: first, to examine the implementation of collaboration techniques, and second, to assess students' perspective to these techniques. The study focused on the students in the English department at the University of Muhammadiyah Aceh, with the sample consisting of students from the academic year 2021, 2022, and 2023, selected through random sampling. Data collection employed observation and interviews as instruments, with 15 students participating in the interview process. The observation results highlighted the prevalence of collaboration activities and think-pair-share as opposed to other techniques in classroom settings. Furthermore, students' responses to the implementation of collaboration technique were predominantly positive. Notably, students expressed increased student engagement, enhanced communication abilities, a diversity of viewpoints, peer learning, critical thinking, and the acquisition of crucial life skills. ***Keywords:*** *Teaching English, Collaboration Technique*	

INTRODUCTION

English requires teaching approaches that go beyond conventional bounds because it is a lingua franca in a variety of international situations. The application of collaboration techniques in language learning signifies a paradigm change from traditional, self-centered methods. The purpose of this study is to investigate the ways in which group projects, interactive activities, and other collaborative learning strategies can operate as stimulants for increased student engagement and language learning in English classes.

Additionally, according to Chawla (2015), the Right to Education (RTE) is essential for the welfare of both individuals and society as a whole, as it fosters human values, encourages lifelong learning, and helps people become more independent and opportunity-aware.

According to Huang (2013) the way that students are studying English has changed dramatically as a result of the new teaching approach; they are now much more independent and enthusiastic about their studies. With this method, pupils are more interested in the subject than they have ever been, their motivation is sparked, and their curiosity is piqued. This renewed enthusiasm has not only helped them become more engaged, but it has also given them the ability to take responsibility for their own education, which has helped them become more independent and self-sufficient. Students have enthusiastically embraced learning English through this transformative mode, seizing the chance to study and develop on their own, making a substantial advancement in their academic careers.

By introducing and teaching students about items in their surroundings and employing play and learning strategies to pique their attention, this activity seeks to teach students about the usage of English in daily life. One activity that all people on our planet engage in is education. It is impossible to separate education from human activity in any manner. Undoubtedly, a fundamental component of the entire schooling process is the teaching and learning process. Since English is a language that is widely spoken throughout the world, studying and mastering it is crucial for students' intellectual growth. Students' interest in learning English can be sparked by introduction and learning activities in their surroundings.

The purpose of this exercise is to teach students how to utilize the English language in daily life. Since the content is taught using the scientific method of direct practice, it will be easier for them to understand words when they speak in the language. Therefore, learning via play is the most effective approach, since it allows students to fully comprehend the subject matter because it engages them in the teaching and learning process. With this approach, the language learner (beginners) will be satisfied with the repeat of the things he had previously acquired rather than only being interested in how to play or merely give incentives. Thus, in relation to what he already knows, their curiosity will grow. (Safitri and et al., 2019)

It is crucial to concentrate on these elements for the overall development of students. Fostering a foundation for lifelong learning, successful knowledge acquisition is ensured by encouraging healthy learning habits. The focus on cooperation spirit improves interpersonal skills and gets pupils ready for collaborative job conditions in the future. Fostering self-taught skills also encourages independence and adaptability in students by giving them the confidence to take charge of their education. To put it briefly, college English instruction is essential to developing well-rounded people who possess the abilities needed for both academic and professional success.

In the teaching of foreign languages, collaborative learning strategies like group work are very successful in helping students enhance their communicative ability. This statement emphasizes how effective cooperative learning strategies, such group projects and active listening, are at developing communicative competence in the context of foreign language instruction. Students collaborate in collaborative learning, and these particular strategies promote engagement and interaction. Collaborative problem-solving through group work enables students to exchange viewpoints and ideas.

Collaboration is required. Beyond mere grammatical knowledge, communication competence is the ability to utilize language successfully in everyday situations. Through the use of collaborative methodologies, students are able to navigate and communicate meaningfully in the target language, in addition to improving their language proficiency. This methodology acknowledges the interdependence of linguistic abilities and fosters a comprehensive, interactive educational setting, considerably enhancing students' overall proficiency in acquiring a foreign language.

The concept that language mastery is not only the result of rote memory but rather a complex interplay of multiple skills, including speaking, listening, reading, and writing, is the driving force behind this research. It is suggested that collaborative learning is a comprehensive strategy that tackles these aspects in a complementary manner. Through investigating the effectiveness of teamwork in the context of teaching English, this study hopes to add significant knowledge to the current discussion on cutting-edge pedagogies and, in the end, provide teachers with research-proven methods that can maximize students' language learning experiences. This project aims to further our understanding of how collaborative learning may be used to enhance successful communication and language competency in the study of English through a thorough investigation of engaging teaching approaches.

According to Lee et al. (2018), active learning spaces designed to enhance student-centered instruction are used in higher education settings in place of traditional classrooms. In the ever-changing field of language instruction, the search for successful pedagogical strategies is an ongoing project. In today's globalized world, the importance of English language proficiency cannot be overstated, and educators are always looking for new and creative ways to improve the learning process. The focus of this research project is "Engaging Strategies for Teaching English Through Collaboration Tecnique," and it aims to clarify and explore the effects of collaborative learning methods on the learning and proficiency of the English language.

LITERATURE REVIEW

A collaborative learning environment (CL) is a teaching strategy in which two or more people actively engage in the learning process at the same time. In a learning community, members interact and negotiate to find solutions to issues as a group, using both their cognitive and metacognitive abilities. Students feel more accountable for their own learning results in this collaborative setting. (Chatterjee & Correia, 2020). Peer collaboration and larger group environments are two contexts in which collaborative learning can occur. Peer learning, sometimes referred to as peer instruction, is a type of group-based learning in which students work together in small groups or pairs to discuss ideas or find solutions to issues. Education studies demonstrate that in peer instruction, students effectively teach each other by addressing mistakes and clearing up misconceptions, reflecting the idea that group thinking is beneficial.

According to Ariyanto, S. R., & Muslim, S. (2019), one of the most common teaching strategies now used in vocational high school (SMK) settings is cooperative learning using

the Group Investigation (GI) paradigm. With this approach, teachers provide their pupils the challenge of cooperating and working in groups to complete tasks. Given that humans are social creatures who always need help from others, collaboration skills are vital to the learning process. Furthermore, one of the most important skills that students need to develop in order to be ready for the workforce is teamwork or collaboration.

By requiring students to work together to complete given tasks, the Group Investigation approach promotes shared responsibility and teamwork. This method not only improves academic achievement but also develops the social skills necessary for success in the workplace in the future. This approach takes into account the social nature of people and the innate desire for collaboration and assistance among peers in both the professional and educational domains. Moreover, developing collaborative skills is consistent with the overarching objective of providing students with the tools they need to successfully navigate the intricate and linked world of work. Collaborative learning (CL), according to Chatterjee and Correia (2020), improves students' interacting abilities in a variety of domains, such as emotional, cognitive, social, and metacognitive. Since active interactions can occur through a variety of methods, collaborative learning's character suggests that it is not restricted to any particular set of learning principles.

Practicing English speaking is one of the effective ways to continuously enhance international communication skills and competency. By possessing a solid understanding of the English language, an individual can master and comprehend information coming from various directions. As it is widely known, English is spoken by many around the world, providing a distinct advantage for those with a good grasp of the language to continually grow and prosper. In fact, a plethora of information, news, scientific knowledge, and technological advancements are created and developed using the English language. Consequently, having a strong command of English makes it easier for individuals to derive meaning and comprehend proper usage instructions. Proficiency in the English language is crucial for ongoing development because it not only promotes personal development but also offers doors to a multitude of worldwide possibilities and information. (Suparman, 2023)

A high level of student participation in the learning process is required for active learning, which goes beyond simple reading and listening to include active participation in class discussions, presentations, the integration of real-life experiences, and other related activities. Students that participate in collaborative learning are more likely to read, write, listen, and reflect on their group projects. Students who engage in active learning exhibit heightened concentration and commitment. Interaction, the use of social media, and the development of a social presence are all necessary for successful active collaborative learning, which eventually improves student learning outcomes (Qureshi, et al, 2023). Furthermore, to enhance students' collaborative abilities, study groups can be formed to encourage joint participation in activities. (Gusta, et al, 2020).

Through the process of learning a foreign language, it is anticipated that participants will improve as people and become better individuals by offering English language acquisition training that can increase their collaboration ability. The process of creating brief English-language video productions is used to accomplish this. This exercise teaches participants

many new things about English, such as vocabulary, speaking techniques, and pronunciation when pronouncing sentences in English movies. The training provides participants with various advantages. Giving students the assignment to make brief English movies has been shown to be an excellent way to inspire them to work really hard on their video assignments. Additionally, by working together on these assignments, students can improve their teamwork and communication abilities in foreign languages as stated by Suparman (2023).

The study conducted a qualitative analysis to investigate how learners perceive collaborative learning. The findings indicate that collaborative learning has a good impact not only on critical thinking abilities but also on emotional awareness, willingness to learn, cognitive development, and open-mindedness. In terms of emotional awareness, cooperative learning encouraged students to raise their happy feelings during group talks. They demonstrated this by being more patient and thoughtful when expressing their opinions on the subjects covered in group work. (Warsah, 2021)

RESEARCH METHODOLOGY

Aspers and Corte (2019) characterized qualitative research as a fascinating journey, where we explore a subject deeply, unraveling new insights that bring us intimately close to the topic under scrutiny. This process not only fosters a profound understanding but also contributes significantly to the broader scientific community. It's like peeling back layers to reveal essential distinctions that were previously unnoticed, enriching our collective knowledge.

In essence, this research, as defined by Aspers and Corte, incorporates two vital components. First, there is the practical aspect of doing things – a hands-on approach to generating and assessing empirical data. This involves an iterative process, where conclusions are drawn through thoughtful comparisons. Second, and equally crucial, is the outcome: an enhanced understanding that introduces something novel to the academic community. It is about shedding light on aspects that were previously in the shadows, pushing the boundaries of what we know.

To embark on this study, the author recognizes the need for a diverse range of data and information to underpin their work. This is not a one-size-fits-all endeavor; it requires a multifaceted approach. The methods employed for gathering this essential data include keen observation, where the researcher immerses themselves in the subject, and interviews, where insights are drawn from direct conversations. These methods are not just tools in a toolbox; they are the means through which the researcher connects with the subject, teasing out valuable information and perspectives. In essence, qualitative research, as portrayed by Aspers and Corte, is not just a process; it is a dynamic exploration that not only deepens our understanding but also adds a meaningful contribution to the tapestry of academic knowledge. For this study, the researchers need a variety of data and information to support their work. The methods used to collect this data involve keen observation and engaging interviews.

Observation

In order to closely analyze the activities being undertaken, researchers might directly witness the subject of study through the use of observation, as defined by Riduwan (2004). In this particular setting, the author will watch as teachers employ collaborative work, evaluate student performance in the classroom, determine how the kids react to this method, and see how the teachers and students communicate.

Interview

In an interview, open-ended questions are asked together with probes to elicit detailed answers regarding the experiences, views, opinions, feelings, and knowledge of the interviewee (Emzir, 2014). Interviews can support the validity of data that the researcher has collected via instruments or other sources. To collect data for this study, the author spoke with students face-to-face. Ten questions were developed by the researchers to ask each interviewee in order to get a better knowledge of the subject matter.

All of the study's data was compiled by the author using a qualitative data technique that involved verbal descriptions of the research observations and interviews. The researcher came to a decision once all the data had been gathered.

FINDINGS

This study was conducted within the English department of the University of Muhammadiyah Aceh, drawing data from both observations and student interviews. The researcher identified a five-step application of collaborative techniques in the teaching-learning process, encompassing observing, questioning, experimenting, associating, and communicating. The entire process was observed in its entirety.

Implementing effective collaboration techniques into an English classroom can result in an enormous number of positive feedback, enhancing the educational process and student achievements. Students' increased participation is one notable outcome. Students actively participate in group projects and debates, displaying a tangible love for the subject matter through collaborative activities. Not only does this involvement demonstrate their interest, but it also shows how well the collaborative method worked to get their attention.

Additionally, the development of improved communication skills is facilitated by a well-executed cooperation strategy. When students are able to express themselves in a group context, they improve both their written and spoken communication skills. This remark is especially important because, outside of the English classroom, good communication is an essential life skill. The application of collaborative techniques fosters a wide variety of viewpoints and concepts. Pupils are inspired to express their own perspectives, which enhances the comprehension of literary ideas and subjects. In addition to extending the topic of conversation, this range of viewpoints promotes an inclusive classroom where each student's voice is respected.

The encouragement of peer learning is an important finding. Students learn from their peers as well as the teacher in a collaborative environment. As individuals share information,

perspectives, and various methods of literary analysis, this reciprocal learning dynamic improves their comprehension of the subject matter as a whole. Additionally, the cooperative setting fosters problem-solving and critical thinking abilities. Students participate in tasks that call on them to evaluate texts, work out literary riddles, and draw conclusions. This observation highlights the teacher's capacity to create group projects that encourage critical thinking and intellectual curiosity.

Effective collaboration strategies aid in the development of critical life skills in addition to academic ones. Students who work in teams and acquire the abilities of cooperation, teamwork, and empathy enhance their social skills. Students feel comfortable sharing their thoughts and learning from one another in a supportive classroom environment that is established by the good atmosphere created by collaborative efforts.

DISCUSSION

As mentioned by Melian & Solihat (2019) that students' speaking abilities has proven highly effective by fostering collaboration, self-regulation, and positive attitudes towards subjects. This emphasis on teamwork, active participation, and mutual support among students. In their study, they implemented STAD (Student Team Achievement Division) which focused on students' collaboration. By organizing students into small teams, it encourages them to work together towards a common goal. This collaborative environment provides ample opportunities for students to engage in discussions, share ideas, and collectively problem-solve. Through these interactions, students not only refine their speaking skills but also learn from their peers, gaining diverse perspectives and insights that contribute to a more comprehensive understanding of the subject matter.

Within the team structure, each student is responsible for their individual learning progress. This promotes a sense of ownership and accountability, motivating students to actively participate in discussions and articulate their thoughts clearly. As a result, students become more confident in expressing themselves verbally, refining their speaking abilities through regular practice and feedback within the collaborative setting. Positive attitudes towards subjects are cultivated through the STAD method's emphasis on teamwork and shared success. When students experience the benefits of collaboration, witness improvements in their speaking abilities, and achieve positive outcomes as a team, it fosters a sense of accomplishment and enthusiasm for the subject matter. This positive reinforcement contributes to a more favorable attitude towards learning, encouraging students to approach speaking tasks with increased confidence and motivation.

To sum up, implementing a successful collaboration strategy in an English classroom generates a variety of positive outcomes, such as increased student engagement, enhanced communication abilities, a diversity of viewpoints, peer learning, critical thinking, and the acquisition of crucial life skills. Together, these results provide a dynamic and stimulating learning environment that extends beyond the study of literature and equips students for challenges in the classroom and beyond.

The findings showed that, in contrast to other collaborative strategies, teamwork and the think-pair-share approach were more frequently used. Student interviews corroborated this observation, with participants mentioning exposure to a range of collaborative techniques. The researchers also saw the teacher using multimedia resources for slide shows, including games, cards, and projectors.

The introduction of collaborative techniques was well received by the students, who expressed more engagement with the material being studied. They reported that the content was easier for them to understand, which they attributed to the sharing of ideas, information, and expertise that allowed them to solve problems together. Additionally, students felt that collaborative learning promoted healthy connections and communication, which improved their creativity, independence, cooperation, solidarity, responsibility, empathy, tolerance, and inventiveness. Observational data consistently supported these conclusions.

The majority of students are in favor of using collaborative learning strategies in English classes. They usually report higher levels of engagement, describing the group activities as lively and pleasurable. It draws attention to the range of viewpoints that are presented during conversations, which promotes a greater comprehension of literary ideas. Many students credit interactive class activities for their increased ability to communicate both verbally and in writing. They value the chance to learn from one another and acknowledge the importance of a community of supportive learners and shared information. Good answers frequently highlight the growth of critical thinking abilities since group projects promote in-depth reading comprehension of literary works. Additionally, students express greater accountability and motivation, which enhances the pleasant and entertaining learning environment. Overall, the encouraging comments highlight how well collaborative techniques may improve students' academic engagement, communication abilities, and classroom climate.

According to the results, group work promotes vocal presentation of ideas, improves comprehension of the subject matter, actively involves students in the learning process, and helps with performance and retention (Yamin and Ansari, 2008). Put another way, cooperation deepens students' comprehension of the subject matter, encourages verbal expression of ideas, and keeps them actively involved in the learning process. Group activities' collaborative character greatly enhances academic achievement and increases memory of course material. Students have a deeper understanding of the subject matter and gain access to a variety of viewpoints through discussions and insights offered, which creates a dynamic learning environment that improves their entire educational experience.

CONCLUSION

The author discovered that employing a scientific approach involving five steps in the teaching-learning process is essential for the effective implementation of collaborative techniques. The overall findings from the observations revealed that team work and think-pair-share are frequently employed in classroom activities compared to other techniques. Students exhibited positive reactions to the integration of collaborative techniques, expressing increased activity, motivation, satisfaction, ease of understanding the material, assistance for

struggling students, problem avoidance, enhanced English communication, and the fostering of ideas among students.

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