

COLLABORATIVE LEARNING METHOD IN TEACHING ENGLISH

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Abstract: The aims of this research are: (1) to describe the teaching learning process using Collaborative Learning Method at the Eight Grade Students of SMP Neg. I Poso Kota Selatan; (2) to describe the result of the teaching learning process using Collaborative learning Method at the Eight Class Grade Students of SMP Neg. I Poso Kota Selatan. The researcher uses qualitative descriptive design. The researchers chose eight grade students as the sample. The data were collected by classroom observation, interview, test and documentation to find out the using Collaborative Learning Method in teaching English. The result of the research showed that in the learning process the students are interested in using this method because they can communicate each other easily. Besides, they can help each other in the learning difficulties materials, as can be seen by the result of test.

Keywords: *Collaborative learning, teaching English*

English language has four important components, which are listening skill, reading skill, writing skill, and speaking skill. Listening and reading skills are the receptive skills. And writing and speaking are the productive skills. Thus, these four skills cannot be separated, but they have to stand together as a good language skill. In Indonesia, there are many teachers who use conventional methods. It increasingly makes English as a very hard lesson. There are several methods that can be used in the process of teaching and learning activities using English language in class. The methods used should allow students to use English as natural as possible. One method is a method of collaborative learning (working in pairs or group) that can be used in teaching English.

Collaborative Learning

“Collaborative learning” is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students’ exploration or application of the course material, not simply the teacher’s presentation or explication of it. Collaborative learning represents a significant shift away from the typical teacher centered or lecture-centered milieu in college classrooms. In collaborative classrooms, the lecturing/ listening/ note-taking process may not disappear entirely, but it lives along side other processes that are based in students’ discussion and active work with the course material. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters

of knowledge to students, and more as expert designers of intellectual experiences for students-as coaches or mid-wives of a more emergent learning process.

Collaborative learning is an instructional method in which students team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then “assemble” the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. Cooperative learning, sometimes confused with collaborative learning, describes a method where students work together in small groups on a structured activity. Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed. Collaborative learning is learning that occurs as a result of interaction between peers engaged in the completion of a common task. The students are not only ‘in’ groups, they ‘work’ together in groups, playing a significant role in each other’s learning. The collaborative learning process creates an understanding of a topic and/or process within a group which members of the group could not achieve alone. Students may work face to face and in or out of the classroom, or they may use information technology to enable group discussion, or to complete collaborative writing tasks.

One of the commonest purposes of collaborative learning is the completion of a group project. However, collaborative learning groups can be formed for many purposes to get students engaged with subject matter in any discipline. This might happen online, in a laboratory, in the field, in a classroom. It may

be possible to introduce cross-curricular projects—involving, in science for example, a biologist, an environmentalist, a biochemist, a microbiologist, a geneticist. Such collaborations are increasingly required in many work place projects. Successful collaborative projects have the following characteristics: *f* the problem to be solved is an example of the types of problems found in the community, in industry or in commerce *f* the solution to the problem requires the use of knowledge, skills and attributes that are part of the curriculum *f* the problem can be solved by a small team of students, none of whom possesses the knowledge or skills to solve the problem alone, yet each of whom is able to contribute to the final product (Miller et.al., 1998). Collaborative learning activities can provide students with the opportunity to think for themselves, compare their thinking with others, conduct small research projects, investigate subject matter with fellow students, and to practice using higher level cognitive thinking skills. It can provide activities that encourage students to confront the logic of their own thinking, their own beliefs, and the accuracy of their understanding of previous learning. Collaborative Learning happens when students work together in pairs or groups to understand or "make" meaning of a concept or text, to create a solution for a problem (given in class or self-discovered), to explore a topic, a question, an area of knowledge, and to apply the principles learned in their curriculum

Method

This research was descriptive qualitative, aimed at describing method of collaborative learning in teaching English at the eighth grade students of SMP Neg. I Poso Kota Selatan and took times in two months from March to May 2017. The data were collected through observation, interview and documentation in form of students' test result. The data then were analyzed and described qualitatively.

Findings and Discussions

Interview Result

The researchers interviewed Mrs. S as the teacher of English in the school. The result of interview is displayed on the following table.

Table 1. Result of Interview

No	The Questions	Statement Of The Teacher
1	How does Mr / Mrs Perception of Collaborative Learning apply?	This method is very good for developing the vocabulary of students as well as strengthen cooperation among students in groups
2	What kind of	Discussion

	collaborative techniques do you apply in the learning process?	
3	What steps do you normally use in CL method implementation?	Actively involved in discussion The cooperation in group Respect for the other in a group Helps their friends Individual responsibility Listening to the other in a group Managing a group/group management Solving the problem together
4	How to divide students into groups?	From the number of 20 students divided into 5 groups. Each group consists of 4 students.
5	In One Group how many students are there?	Four students in each groups
6	Advantages and Disadvantages in CL method?	Advantages: 1. It has been shown to have a positive effect on student learning when compared to individual or competitive conditions 2. It has the potential to produce a level of engagement that other forms of learning cannot 3. Students may explain things better to another student than a teacher to a class. Students learn how to teach one another and explain material in their own words 4. Questions are more likely to be asked and answered in a group setting 5. Positive interdependency is achieved as individuals feel that they cannot succeed unless everyone in their group succeeds 6. Interpersonal and collaboration skills can be learned in a cooperative learning activity. Disadvantages 1. One study showed that in groups of mixed ability, low-achieving students become passive and do not focus on the task 2. It is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else.

		3.The goal of scaffolding is for students to become independent and able to think by themselves, without the help of others
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Based on the interview above, Mrs S confirmed that discussion technique is one technique of CL method which is often used by the teacher in the classroom to motivate the students in learning English.

Observation Result

In First Meeting 20 May 2017, the teacher applied collaborative learning method, In teaching-learning activity the teacher taught introduction as the material. The number of students who are in class VIII is 20 students. In preparation the teacher gave the greeting for the students. Then the teacher filled the presentation list, all the students were present. After that the writer gave them motivating strategies. The teacher used a variety of approaches with learning, learning media and other learning resources. In elaboration activities the teacher applied the collaborative learning method through the process of Learning a new vocabulary about parts of body.

The first stage is Engagement. At this stage, the teacher assesses the abilities, interests, talents and intelligence of each student. Then, the students are grouped in which there are the brightest students, middle students, and low-achieving students. In this class the teacher divided 5 group in each group into 4 students. After the grouping, then the teacher begins to give the task about parts of body, and give example by giving problems to be solved by the group. With the problems gained, all group members should strive to contribute the ability of science, opinion or ideas. The transformation process from students who have high achievement to students with low. After finishing the discussion and preparing the report, the teacher gave chance to each group presents the results of the discussion about part of body. As one group makes a presentation, the other group observes, examines, compares the results of the presentation, and responds. After the presentation, there was a question-answer process between the groups. The presentation group will receive questions, responses or arguments from other groups.

In whilst activity the teacher skill practice The teacher allowed the students to ask questions and reviewed the lesson because the students made some mistakes and misperception of some expression in review time. As the assessment the teacher asked them

to answer some question based on reading and matching some vocabulary with their meaning. The time was up, the teacher made a conclusion of the lesson and then gave the parting greeting.

The second meeting was on 27 May 2017 with the same topic about parts of body the indicator of the studies are pronouncing simply vocabulary and writing simply vocabulary. As the preparation the teacher gave the greeting. The teacher was also filed the present list. In presentation strategies, the teacher told them the goal of the lesson and then gives some part of body. The teacher asked the students to listen to the vocabulary about parts of body, and then asked them to discuss it with their friend. The teacher checked their activity. In skill practice the teacher divided them into several group consisted of four until five students to choose one of the vocabulary to memorize it. After that the teacher asks them to practice it in front of the class. In assessment, the teacher asked them to make 15 word vocabularies using the parts of body, then asked some students to write it in the blackboard. The last the teacher concluded the lesson and gave parting greeting. After that, The teacher gave test about the material parts of body with collaborative method. The Researcher gave test Vocabulary with 16 number test (see appendix). A test used in order to measure the students speaking through Collaborative method can be seen in following table:

Table 2. Students' Test Scores

No	Initial	Students' Score	Classification
1	A	81,5	Very Good
2	F	81,5	Very Good
3	S	75	Good
4	N	87,5	Very Good
5	J	81,5	Very Good
6	M	81,5	Very Good
7	M	87,5	Very Good
8	Y	87,5	Very Good
9	P	87,5	Very Good
10	T	87,5	Very Good
11	R	81,5	Very Good
12	A	87,5	Very Good
13	D	93,5	Very Good
14	L	68	Good
15	D	87,5	Very Good
16	J	87,5	Very Good
17	D	81,5	Good
18	IP	93,5	Very Good
19	E	100	Very Good
20	F	81,5	Very Good

Table 2 above shows that the most of students who got very good and good classification. There is 1 student who got score 100, and there are 2 students got score 93,5 students who got very good classification and

14 students who got very good classification with score 87,5 and 81,5. In the other words, only one students got 68 score got good classification. So all the students in Bonsai class VIII got criteria of minimum score at school.

Discussion

The students could catch the material easily. By collaborative learning method students could make an interaction between them and make the material more enjoyable. It was more understandable. The activities in collaborative method give a big role in their learning. It made the learning more interesting. They could participate in all activities actively. Collaborative method makes students creative in finding a solution for the problem they have. The condition of the class is more dynamic and the function of the students as the subject of the teaching and learning process can be done well. Collaborative method also makes a passive student to become more active and give them the chance to be communicative with the material and their friends. By using a collaborative learning the students can share their understanding and knowledge with their friend, so that the difficulty in handling a material can be solved. The students also feel more motivated in learning English using a collaborative learning rather than learn a material individually.

The results of the application of collaborative method in a way known that in the learning process of students working on something together with each other to help each other most of one group or one time. (1) collaborative learning is a learning approach that focuses on the use of discussion or small group of students to work together to maximize the learning conditions to achieve learning objectives, (2) Collaborative method is one of the group learning method that has certain rules. On Collaborative method is a learning system that gives students the chance to work with fellow students in the tasks in the system is structured and the teacher acts as a facilitator. Wherever collaborative method is a method that is currently widely used to create teaching and learning activities centered on students, especially to overcome the problems that cannot work together with others, students are aggressive and do not care about others.

In the process of learning was to use collaborative learning method in the learning

process of speaking, reading, listening, and also in the form of writing. In the learning process it was found that students are interested in using this method because students can communicate with each other and can help each other in the learning difficulties. The evaluation of result the teacher using collaborative learning method can be seen as follow:

1. The teacher had been doing teaching and learning process optimally.
2. Teacher applies a collaborative learning using a good step.
3. The students feel interested with collaborative learning method.
4. The teacher domination can be decreased in teaching and learning process.
5. Teacher can manage class well.
6. Students feel more motivated using collaborative learning methods.
7. There is a good interaction between the students in each other student.
8. The methods use is still conventional.
9. The active students still dominated in discussion.
10. The students enjoy their study using collaborative learning.

Conclusions and Suggestions

The aim of this research was to describe the teaching learning process using and result of the teaching learning after using Collaborative learning Method at the Eight Grade Students of SMP Neg. I Poso Kota Selatan. By analyzing the result of the test, it can be seen that the applied of collaborative learning method.

The researcher found that the students enjoyed and comfortable in the process of learning with using collaborative learning method. It is prove by classroom observation, test, and interview transcription. The collaborative could make the learners become active and enthusiastic and the situation of the class alive. Also, the learners can share the ideas and discussed together with others. And, Collaborative Learning could make the learners become enthusiastic and think that learning English was not difficult. And the result of after using CL method all of the students got very good classification.

It is suggested that the English teacher should apply collaborative learning method because this method gave great impact to the students' speaking and writing performance.

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