

**A Descriptive Study on the Implementation of Collaborative Learning
in Teaching English**

at SMK Al – HusnaLoceretNganjuk

Hersa Bella Monikasari

University of Islam Malang

E-mail address: hersabella@gmail.com

Abstract

The present study is intended to describe the techniques in collaborative learning used by the teacher in teaching English at SMK Al – HusnaLoceretNganjuk and how the techniques are applied by the teacher in teaching English at SMK Al – HusnaLoceretNganjuk. This study used a descriptive design. The subject of the study was the teacher who taught tenth grade students at SMK Al – HusnaLoceretNganjuk. Because in that school most of the students are unable to learn English effectively, they tend lean passive when learning English. Based on the research findings, it can be concluded that the teacher used reciprocal teaching and think – pair – share techiques of collaborative learning can be made the students more active in the classroom and students can easily understand the material in teaching English at SMK Al – HusnaLoceretNganjuk. The English teacher in SMK Al – HusnaLoceretNganjuk uses techniques of collaborative learning that involve the students in her teaching and learning process. Those characteristics are believed as the action in order to stimulate the students to be more active in the class.

Keywords: collaborative learning, teaching English

The curriculum in Indonesia has been changing and developing overtime. Hartoyo (2011) curriculum in Indonesia is always changing which is often use are the 2004 curriculum (KBK), 2006 curriculum (KTSP) and the newest is the 2013 curriculum. Now, SMK Al – HusnaLoceretNganjuk uses the newest curriculum namely the 2013 curriculum.

Collaborative learning is one of approaches in teaching and learning process in which the students must work together to solve a problem and complete assignment (Laal, 2012). It means that collaborative learning is an activity that must be done together with a group. This aims to help students who are passive become active. To create learning becomes more effective and fun, to increase knowledge together, can help each other in teaching English.

The previous study about collaborative learning the researcher found two studies. First is Zakaria (2009), who used collaborative learning to improving students reading skill in teaching and learning activities. Second is Hermawan (2005) who used collaborative learning to increase students speaking ability in learning strategies. Therefore, the researcher is interested in investigating because in that school most of the students are unable to learn English effectively, they tend lean passive when learning English. The researcher wants collaborative learning to improve students more actively in teaching English at SMK Al – HusnaLoceretNganjuk.

Research method

In this present study, the researcher applied descriptive study because the researcher strives to describe out what are the techniques of collaborative learning technique applied in teaching English, how do the teacher implement those techniques in teaching English objectively without manipulating them. The objective of this study is to explain them accurately without addition, reduction, or changing the data.

This study was conducted at SMK Al – HusnaLoceretNganjuk. The subject of the study was an English teacher who applied the techniques of collaborative learning in teaching English X grade students at SMK Al – HusnaLoceretNganjuk. In choosing the teacher who was being observed, the researcher needed to determine several criteria, those are: the teacher who is still active in teaching English, and the teacher who has enough experience in teaching

English. Based on the reason, the researcher took the teacher that teach class X as a subject of the research by considering the length of teacher's experience in teaching English and the time availability of the teacher during the researcher conducted the research.

The researcher has to prepare some steps to collect data. In this current study, the researcher needs to prepare tools that possible to use on gaining some direct information from the English teacher. Researcher can capture the process of teaching English process. Considering that needs, the tools that are fit with researcher criteria are observation and interview at SMK Al – HusnaLoceretNganjuk.

The researcher would conduct several steps to collect the data and describe all of them in a detail descriptive explanations, they are: (1) asking permission for having observation on the whole teaching learning English process of SMK Al – HusnaLoceretNganjuk. (2) Discussing with the English teacher about the schedule in teaching English, (3) Observing teaching English activity. (4) Capture the whole teaching English activity. (5) Interviewing teacher related to teaching English in class.

The were some procedures of analyzing the data. The first was transcribing the data from interview. Second was to classify the data from observation and interview in order to know the techniques of collaborative learning in teaching English. Third was making and drawing conclusion from the result of observation and interview.

Finding and discussion

This research findings were about the techniques of collaborative learning applied in teaching English at SMK Al – HusnaLoceretNganjuk and the ways the teacher implemented those techniques. The researcher took the data from the result of direct observation in IPA X-

2 and interview. Moreover, the researcher attached the interview transcript in order to give valid data.

The first observation was conducted on October 17, 2018, the teaching and learning process focused on the discussion among students in accomplishing the reading task. There were some activities that were found in the first meeting. Firstly, the teacher asked the students to see narrative text in the worksheet. Then, the teacher asked each group to present the pattern of past tense by pointing one member of the group to be a representative. The last was the presentation group made the conclusion related to material given.

The next result was from interview. The teacher mentioned in the interview that reciprocal teaching was one of the techniques that she implemented in the classroom. The following is the interview transcript as the evidence of using reciprocal teaching

Interviewer : What techniques do you use in collaborative learning? (Q2)

Interviewee : Reciprocal teaching and think - pair - share. (A2)

Interviewer : How do you implement reciprocal teaching in English teaching? (Q3)

Interviewee : I give the material in the text. After reading a glance, I ask the students to comprehend the text and present it with their group. Other group should give a question to the presenter which part they do not understand. (A3)

(Quotes from Interview transcription on 26th of October 2018)

From the data above, it can be concluded that the teacher used reciprocal teaching in which it was in line with the theory of reciprocal teaching which are explained by Barkley, et.al. (2010). The reciprocal teaching emphasizes students to be active in the discussion to find, clarify, and present the result of the discussion.

The second observation was conducted on October 24, 2018, the teaching and learning process focused on the discussion in pair in which one pair gave an opinion which agreed to the issue given by the teacher and another pair gave an opinion which disagreed or refused the issue

given by the teacher. The activities found in the first meeting. Firstly, the teacher asked the student to make a group that consists of four students. Secondly, each group was separated in two pairs. One pair should be in “agree” side and another pair should be in “disagree” side. Thirdly, teacher gave a question and students should response based on the side they are. The last students discussed and explained the reason of giving agree and disagree statement.

In addition, the teacher claimed that think-pair-share was the other technique that she implemented in the classroom. The following is the interview transcript as the evidence of using think-pair-share technique.

Interviewer : What techniques do you use in collaborative learning? (Q2)

Interviewee : Reciprocal teaching and think - pair - share. (A2)

Interviewer : How do you implement *think - pair - share* in English teaching? (Q4)

Interviewee : I give a statement or question to the students, and then they write their response in one until two minutes. Then, each student should give their opinion whether agree or disagree with the statement in each group. (A4)

(Quotes from Interview transcription, 26th of October 2018)

The teacher used think-pair-share in which it was in line with the theory of think-pair-share which are explained by Barkley, et.al. (2010). The think-pair-share emphasizes students to be active, think creatively, and understand the material without the details explanation from teacher. Moreover, it increases the interaction among students.

This section answers the second research problem about the way teacher implemented collaborative learning techniques in teaching English. In order to gain the data, the researcher analyzed the observation checklist and interview transcription. The way the teacher implemented Collaborative learning techniques were categorized into three stages. The first was pre-teaching activities in which the teacher warmed up or brainstormed before explaining the material. The second was whilst-teaching in which the teacher explained the material and

what the students had to do. The third was post-teaching in which the teacher concluded the whole activity and asked the students about the material given. Here are the details of the implementation of collaborative learning techniques in teaching English at SMK Al – HusnaLoceretNganjuk.

Based on the observation done on 17th of October 2018 using reciprocal teaching, the following are the details of the collaborative learning techniques in teaching English at SMK Al – HusnaLoceretNganjuk.

A. Pre-teaching activities

There were some activities in pre-teaching activities when the teacher taught about talking personal detail or friends. First, the teacher opened the lesson. Then, the teacher brainstormed the activity by asking some questions related to the use of narrative text.

B. Whilst-teaching

There were teacher's activities in whilst-teaching. First, the teacher divided the students into six groups which consist of four or five students. Second, the teacher asked the students to open narrative text in text book. Third, the teacher gave ten minutes for reading and discussing with their group. Fourth, the teacher asked each group to present the pattern of past tense by pointing one member of the group to be a representative. Fifth, the other groups were commended to asked questions related to the material presented. Sixth, the presentation group answered the question from the other groups. The last, presentation group made the conclusion related to material given.

C. Post-teaching

In post-teaching, the teacher did some following activities. First, giving reflection to the students by asking questions related to the activity. Second, concluding the activities and materials as a whole.

From the evidence above, it clear that the teacher used reciprocal teaching to teach about narrative text in past tense. Hence, there were several steps of the reciprocal teaching in teaching past tense. So, it is implied that most teachers creates a comfortable for students who feel embarrassed to ask the teacher's, can ask their friends about material that has not been understood by students.

The observation was done on October 24, 2018, using think – pair – share, here are details of the implementation of collaborative learning techniques in teaching English atSMK Al – HusnaLoceretNganjuk

A. Pre - Teaching Activities

There were some activities in pre-teaching activities. First, the teacher opened the lesson. Second, the teacher asked some questions related to the topic.

B. Whilst – Teaching

There were teacher's activities in whilst-teaching. First, the teacher gave a question and students should response based on the side they are. Second,the teacher asked the student to make a group that consists of four students in each group, two students should be in “agree” side and the rest should be in “disagree” side.Third,the students wrote their response during two minutes. Fourth, the groups who agree should gave an opinion and group disagree also gave an opinion. Fifth, the students explained how and why agree or disagree about the topic.

C. Post – Teaching

In post-teaching, the teacher did some following activities.First,teacher gave quiz. Then,teacher gave reflection to the students for giving conclusion about the activities and materials.

Furthermore, in order to support and strengthen the validity of those steps, the researcher also reviewed the interview transcript. The result of the interview was the same as

the result of the observation. The teacher used think-pair-share to teach agree and disagree topic. Hence, there were several steps of think-pair-share in teaching agree and disagree topic. So, it is implied that teacher wants to make students can be more active speak in the class and have creative idea. It can build the interaction between students.

In this study, the teacher used reciprocal teaching in delivering simple past tense material. It was because the material was suitable with the technique. As it is known, grammar is a difficult subject to learn. Therefore, by using reciprocal technique, the students could discuss with their friends about things they did not understand. Moreover, they usually feel more comfortable to ask their friends rather than the teacher. Therefore, reciprocal teaching was more effective for students to learn narrative text.

Second, Think-pair-share technique used by the teacher because the English teacher wanted to make students can be more active speak in the class and have creative idea. In addition, it can build the interaction between students. To sum up, think-pair-share can improve the students' understanding and interaction in speaking skill.

Moreover, there were several activities that the teacher has implemented in using think-pair-share as making a group that consists of four students, giving a question and students should give response based on "agree" and "disagree" side, and asking the students to give the reason of their statement. It was in line with Barkley, et.al (2010) that in using think-pair-share, the teacher should pose question to the class, make a pair group and the teacher should ask student to explain the result of the discussion and give clarification of their statement.

Furthermore, the teacher used think-pair-share in conveying agree and disagree topic. It was used by the teacher because it was also suitable with the material. The group discussion was divided into two groups consisted of agree and disagree group. For example, in agree group, a group could give a creative idea such as giving agree statement directly and automatically. They

shared it with other groups which had the same idea with the different examples. The disagree group gave response to agree group, so that they could share each other. Therefore, it could make the students to think more natural and active in the class activities.

Based on the explanation above, it can be concluded that reciprocal teaching and think-pair-share could create an effective learning process in teaching English because it made students become active in class, think creatively, and understand the material without the details explanation from teacher and it increases the interaction between students.

Conclusion

Based on the result of data analysis that the researcher presented in the finding and discussion, the researcher concludes that there were two collaborative learning techniques applied by the teacher in teaching English at SMK Al – Husna Loceret Nganjuk. They were Reciprocal Teaching and Think-Pair-Share techniques.

The teacher implemented reciprocal teaching through four steps. First, the teacher prepared the students by showing how to read a text. Second, the teacher made groups students jointly read course material. Third, students took turns being the teacher and leading discussion of segment of text. Fourth, the students summarize the segment, ask the question, and clarify material.

In addition, the teacher implemented think-pair-share through five steps. First, the teacher pose question to class. Second, the students write a response (one until two minutes). Third, the students were paired up with another student nearby. Fourth, each student explained his or her response to the other. Fifth, if they disagreed, each of them clarified his or her position and explained how or why she/he disagreed.

The ideas of the techniques applied are in line with the idea of collaborative learning which is needed in teaching English. The purpose is to make the students be more easily understand and able to do the task in the groups. Furthermore, the decision of techniques in collaborative

learning is adjusted with the characteristics of the students who do not active in the class and tend to be passive. The English teacher in SMK Al – HusnaLoceretNganjuk uses techniques of collaborative learning in teaching English. Those characteristics are believed as the action in order to stimulate the students to be more active in the class.

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