

Chapter One

Introduction

This chapter presents the introduction of this research. This chapter is divided into six sections, namely background of the research, identification of the problem, limitation of the problem, formulations of the problem, purposes of the research, and significances of the research.

Background of the Research

Language instruction is a teaching and learning process that should be organized in imparting the knowledge in the classroom. According to Mahfoodh and Bhanegaonkar (2013), “language instruction has five important components. Those are the students, the teachers, the materials, the teaching methods and the evaluations”(p.1).

Students are the human resources that can evaluate their own language proficiency. So the students should have a responsibility toward their own learning and students should to participate in every learning process in order to create good communication with other students, so that the students can help each other in mastering the academic content in learning process (Makewa, 2013). Furthermore, teachers are a model of teaching that provides the knowledge and information for the students in learning process in the classroom. Whereupon, the teachers’ role are to assist the students in the process of acquiring skills, acquiring students’ understanding about the lesson, being a motivator, and being a supervisor to students in learning process (Crisol, 2011). Moreover, Njoku (2015) says that the material is a tool that teacher used in teaching and learning process to

make lively and interesting class. The kinds of materials are textbooks, video, audio tapes, computer software, and visual aids. Using that materials are purposed to make the students to learn faster, remember longer, and gain more accurate information. In addition, Yiming (2014) highlights that teaching method is an umbrella term for a series of teaching model that are applied by teachers when teachers and students are achieving teaching objectives, completing the teaching tasks together in teaching process. The effectiveness of teaching method can improve students' understanding of the lesson. Furthermore, Hornby (1998) as cited in Njoku (2015) states that evaluation is a process of assessing and forming an idea of quality of something. Evaluation provides the teacher with the information which can be used to determine whether the students have understood or have not understood about the lesson that teachers teach in the classroom.

Teaching method is one of the important components in making students' active participation and students understand in learning process, so that one of the teachers' roles is to use an appropriate method in teaching and learning process in the classroom. It is supported by Ganyaupfu (2013) argues that the teachers should apply appropriate teaching methods in the classroom in order to achieve students' understanding in learning process. Furthermore, there are many teaching methods applied by teachers in teaching and learning process at EED of UMY, namely demonstration method, problem based learning method, project based learning method, collaborative learning method, and contextual learning method. One of the methods is often implemented by teachers at EED of UMY that is collaborative learning method. Tsay and Brady (2010) point out that collaborative

learning method has increasingly become a popular form of active pedagogy employed in academic institutions and it has been found to be an effective pedagogical tool in a broad range of subjects. Moreover, Slavin (1995) as cited in Adekola (2014) argues that collaborative learning is a method in which students work in a groups to share their knowledge, help their friends to master academic content, and teach responsibility for learning and to help others to learn.

There are some reasons why the researcher is interested to investigate collaborative learning method. Firstly, collaborative learning method becomes one of the methods that implemented by teachers at EED of UMY and collaborative learning method is useful for the students. Based on the researcher's experience, there are some benefits of collaborative learning method, namely collaborative learning method makes students' active to participate in learning process and help each other to master academic content, so that many students are more likely to work together than individually in learning process in the classroom. Secondly, collaborative learning method also has many various teaching-learning of collaborative, so that the researcher wants to investigate detail information about collaborative learning method.

According to Panitz (1999) as cited in Saefurrohman (2004), find that benefits of collaborative learning method as follows:

A primary benefit of collaborative learning method is that it enhances students' self-esteem in which in turn motivates students to participate in the learning process. Collaborative efforts among students result in a higher degree of accomplishment by all respondents. Students help each

other in collaborative learning process, so that they build a supportive community which they raise the performance level of each member. This in turn leads to higher self-esteem in all students (p.2).

Beside those benefits of collaborative learning method, there are some problems in implementing collaborative learning method at EED of UMY. Based on the researcher's experience, there are some problems in applying collaborative learning method at EED of UMY. Firstly, the students felt bored when the teacher applied collaborative learning process in the classroom. They argued that it was not effective in achieving students' understanding which the condition of the class that had more than 20 students and it make noisy class. Second problem was in dividing a group discussion, the teachers often divided in many group members. It will influence students' understanding and students' active in collaborative learning process. Another problem is in collaborative learning process, the students were often passive recipients of knowledge rather than being active in the creation.

It is supported by Sheehy (2004), there are three parts of the problem in applying collaborative learning method in the classroom. Those are the environment, the group member and the individual. It means that the size of the class, the number of group members and access to manipulative along with roles that group members take on the aspects of the environment promoting or creating self or other tensions. Issues of being polite or being selfish, being active or passive in sharing the ideas, resisting or submitting to perceive power are raised

by respondents as potentially problematic aspects of working with group members and are often difficult to reconcile.

Based on the problems above, the researcher wants to investigate about teachers' perception toward the implementation of collaborative learning method at EED of UMY, teachers' perception toward the advantages of using collaborative learning method on students at EED of UMY, and teachers' perception toward the disadvantages of using collaborative learning method on students at EED of UMY.

Identification of the Problem

Collaborative learning method encompasses a lot of areas to be studied, such as the impacts of using collaborative learning method toward students' achievement at EED of UMY, students' perception toward the implementation of collaborative learning method, the strategy of implementing collaborative learning method at EED of UMY. Hence, this research investigate teachers' perception toward the implementation of collaborative learning method at EED of UMY and teachers' perception toward the advantages of using collaborative learning method on students at EED of UMY and teachers' perception toward the disadvantages of using collaborative learning method on students at EED of UMY.

Limitation of the Problem

This research focused to investigate about teachers' perception toward the implementation of collaborative learning method at EED of UMY, teachers' perception toward the advantages of using collaborative learning method on

students at EED of UMY and teachers' perception toward the disadvantages of using collaborative learning method on students at EED of UMY.

Formulations of the Problem

In this research, there are three research questions:

1. What are the teachers' perceptions toward the implementation of collaborative learning method at English Education Department of Universitas Muhammadiyah Yogyakarta?
2. What are the teachers' perceptions toward the advantages of using collaborative learning method on students at English Education Department of Universitas Muhammadiyah Yogyakarta?
3. What are the teachers' perceptions toward the disadvantages of using collaborative learning method on students at English Education Department of Universitas Muhammadiyah Yogyakarta?

Purposes of the Research

In this research, there are three purposes of the research. The first is to find out teachers' perception toward the implementation of collaborative learning method at EED of UMY. The perceptions toward the implementation of collaborative learning method which are being investigated in the present study are in terms such as teachers' perception toward the implementation of collaborative learning method at EED of UMY, teachers' perception toward the techniques of collaborative learning that usually used by teachers at EED of UMY, teachers' perception toward the purposes of using collaborative learning method at EED of UMY. Then, teachers' perception toward the steps of

collaborative learning method that usually used by the teachers in the classroom, such as kinds of the group (formal, informal, or base group), size of the group, the ways to form the students into a groups, advantages and disadvantages of small group. The second is to find out teachers' perceptions toward the advantages of using collaborative learning method on students at EED of UMY. The third is to find out teachers' perception toward the disadvantages of using collaborative learning method on students at EED of UMY.

Significances of the Research

There are three significant points of this study that provide the valuable contribution to the students, the teachers, and the future researchers.

The students. This research discusses the information about teachers' perception toward the implementation of collaborative learning method at EED of UMY. Hence, this research can promote students' knowledge about the implementation of collaborative learning method, techniques of collaborative learning activity, steps of collaborative learning method, advantages and disadvantages of implementing collaborative learning method on students at EED of UMY.

The teachers. The result of this research helps teachers in finding knowledge about the strategy of using collaborative learning method and effects of using collaborative learning method on students at EED of UMY. Furthermore, teachers can reflect and promote their teaching competence especially in applying collaborative learning method at EED of UMY.

The future researchers. This research is expected to inspire the future researchers in conducting the next research related to collaborative learning method. The future researchers may use this research finding as the reference in their thesis. Moreover, this research help researchers in applying collaborative learning method effectively in English learning process.