

## **Chapter Two**

### **Literature Review**

This study aims to investigate teachers' perception toward the implementation of collaborative learning method at EED of UMY. To get the framework of the issue, this literature review discusses some important aspects related to the study. Firstly, this chapter presents some definitions of the terminology used in this study. Secondly, this chapter presents review of related the study. Thirdly, this chapter presents conceptual framework of the study.

#### **Collaborative Learning Method**

This part discusses some important aspects related to the study, namely definition of collaborative learning method, purposes of collaborative learning method, techniques of collaborative learning, steps of collaborative learning method, form of collaborative learning (such as the kinds of group, the size of group, the ways to form the students into groups, and advantages and disadvantages of small and large group), advantages of collaborative learning method on students, disadvantages of collaborative learning method on students, and principles of collaborative learning method.

Collaborative learning method is not new phenomenon. It has been discussed among many experts, practitioners and decision maker in language education. Collaborative learning method offers the ways to organize group work to enhance students' learning and increase students' academic achievement. According to Montiel (2005), "collaboration as a process in which two or more individuals work together to integrate information in order to enhance student

learning”(p.1). Furthermore, Palmer (2005) elaborates that “learning is seen as an active rather than a passive process, as ultimately each individual reconstructs their own understandings in responding to environmental stimulus” (p.1855). Bull (2008) states that “method is the way of doing something” (p.277). In addition, Laal and Laal (2012) states that collaborative learning is educational approach to teach and learn that involves groups of students working together to solve a problem, complete a task, or create a product.

From some expert opinions, the researcher can simplify that collaborative learning method is an education method that emphasize the importance of groups learning activity to solve the problem and encourage students’ active participation in learning process. Collaborative learning method can help each student to achieve higher levels of thought and retain information longer than students who work individually. In collaborative learning setting, the students have the opportunity to converse with peers, present and defend the ideas, exchange diverse beliefs ask the questions with other friends and be active in learning process in the classroom.

### **The Purposes of Collaborative Learning Method**

There are many purposes of collaborative learning method according to some experts. Azmir, Rahim, and Sulaiman (2011) note that collaborative learning method increase students’ retention and enhance students’ academic performance in the classroom. Collaborative learning method also promote higher achievement, enhance self-esteem, social acceptance and help the student in creative and critical thinking in learning process in the classroom. Whereas,

according to Ikuma (2012) collaborative learning promotes students' motivation in learning process, generates students' critical thinking skills, improves attitudes toward the subject, improves students' academic achievement, heightens students' confidence, creates caring among other students, and trains students' responsibility.

From the statements above, the researcher concludes that the purpose of collaborative learning method is to increase students' participation, build the knowledge, share the knowledge, promote a responsibility for working together, facilitate each student, and provide an opportunity for students to interact and learn together with each student, so that students improve their understanding about the lesson and knowledge.

### **The Techniques of Collaborative Learning**

Barkley, Cross, and Major (2005) asserts that there are two parts of collaborative learning techniques. The first part is techniques for discussions that consist of think-pair-share, round robin, buzz groups, talking chips, three-step interview, and critical debates. The second is techniques for reciprocal teaching that consist of note-taking pairs, learning cell, fishbowl, role play, jigsaw, and test-taking teams.

**Techniques for discussions.** Techniques for discussion is an activity in which the students give and take discussion that can produce unmatched learning experiences, because the students articulate their ideas, respond to their classmates' points, and develop students' skills in evaluating the evidence of their own and others' positions. The kinds of techniques for discussions as follows:

***Think pair share.*** It purposes to increase students' participation to interact and share ideas which can lead to the knowledge building among them. Think pair share consists of three stages. The first stage is think individually in which each student should think about the task that has given by the teachers. They will be given time to jot down their own ideas before discussing with their pair. The second stage is pair with partner in which the students need to form pairs and each pair of students will discuss their ideas about the task. Each pair will conclude and produce the final answer. The third stage is sharing in which the teacher asks pairs to share their response with all of the students in order to find similarities or differences opinions from various pairs.

In addition, Barragato (2015) explains that think pair share is an effective formative assessment technique that can help students' confusion in learning process, so that this activity provides the students an opportunity to work collaboratively with their peers in order to co-construct their learning. The purposes of this activity is to introduce a new topic to students, check students' level of understanding before moving deeper into the subject matter and give students an opportunity to apply what they are learning, thus making your content more meaningful.

***Round robin.*** Round robin is a brainstorming technique which the students share their ideas without elaborating, explaining, evaluating or asking their ideas with other friends. Every group members should participate and they also share their ideas. The aim of this activity is to create an extensive idea and make a planning with group members.

Furthermore, Tyas (2014) argue that round robin is a technique that makes the students to take turn responding orally. In this activity, the teacher gives a problem to each group. Then, every group member has to response or give solutions. Then, the teammates have to listen what the student share about her or his perspective and the teammates have to understand about each perspectives from each teammates.

**Buzz group.** It is formed by dividing large groups into small discussion groups that consist of four to six students who meet simultaneously for a specified time to discuss a specific question or the problems. Buzz group is used a stimulus to discuss in the classroom. This activity is effective to know the information and the knowledge in quick time. Moreover, Kumar and Rangasamy (2011) assert that buzz group is an effective activity of small group discussion that consist of three to six students every group. It purposes to encourage students' active communication in learning process, and stimulate thinking which leads to the generation of new ideas.

**Talking chips.** It is an activity that encourages students to be active in the classroom and learn in a group discussion. This technique makes the students have chance to participate, because the students are divided into several groups and each member of group will have a role to share their ideas. Then, Syaripudin and Nuristiana (2014) elaborates that talking chips is an activity which makes the students work in group. In this activity, the students will be given chips and the chips are used for every time they speak, they must put the chips in the center of table. It is done until the chips are over. If the chips are over, the students may not

speak until chips of all members of group are over too. If all of the chips have been used while the tasks have not been finished, the students can be given the chips again. It purposes to encourage the students to be active in the classroom and improve students' speaking skill.

***Three-step interview.*** It is common as an ice-breaker or a team-building exercise. This structure can be used to share the information such as hypotheses or reactions to a film or article. There are three stages in this activity. The first, the students form dyads, one students interview the other. The second, the students switch roles. The third, the dyad links with a second dyad. This four- member learning teams, then they discuss the information or insights gleaned from the initial paired interviews.

In addition, Permanasari (2014) highlights that three steps interview is the students work in a group that consist of four students. Students will be accustomed to have a conversation for the purpose of analyzing and synthesizing new information by listening and appreciating the others' opinion. It aims to improve students' speaking skill, because the students have to make an interaction with their partner in order to share the opinion orally. The procedures of three steps interview are as following: Firstly, teacher makes a group of four students and gives them labeled, such as A, B, C, D. Secondly, teacher pairs the student A with student B, and student C with student D. Thirdly, teacher gives topic to the students and students are in pairs, one is interviewer and the other is interviewee. Fourthly, student A interview student B. Student C interview student D and

students reverse roles. Fifthly, each students share with team member what has learned from two interviewees.

***Critical debates.*** It is a speaking situation in which opposite points of view are presented and argued. Debate is about the real or simulated issue. The students' roles ensure that they have adequate shared knowledge about the issue and different opinions or interest to defend. Debate can develop students' communication skill and students' critical thinking. Moreover, According to Nisbett (2003) as cites in Krieger (2005), critical debate is an activity which the students have to debate with other students with the certain topic. It aims to improve students' critical thinking skills and students' speaking skill.

**Techniques for reciprocal teaching.** Techniques for reciprocal teaching are an activity in which the students should master the academic content to explain their opinions to other students. Then, the other students provide a feedback to other students. The kinds of techniques for reciprocal teaching as follows:

***Note-taking pairs.*** The students use their class lecture notes in this variation of the think-pair-share activity to review their knowledge. Note-taking pairs give an opportunity to students to see and check their notes while learning process. Each partner help the students to get information that the students have not notes in learning process. The purpose of this activity is to give an activity structurally toward the students to collect the information, check each note, and help the students to be a good jotter.

Then, note taking pairs is an activity where the student partners work together to improve their individual notes. Working with a peer provides students' opportunity to check notes with another source. It aims to help each other acquire missing information and correct information and improve their notes on reading assignments or other kinds of learning activities (Marlina, 2014).

***Learning cell.*** It is learning process where two students alternate asking an answering question on commonly read materials. The aims of learning cell are to involve the student's actively in thinking about the materials and encourage the students to emerge the questions about the materials in order to be asked by their pair. Learning cell also improve students' interpersonal skill, such as give a feedback with their pair, keep a focus, and develop students' communication skill.

In addition, Yu, Yang, Cheng, and Wang (2015) claims that learning cell is a model of learning activity which each group consist of two students. In this activity, each students give some question related with the materials that they are studying in the classroom to their partner. Then, the roles reverse. This activity can open students' mind and evolve a deeper understanding about the lesson.

***Fishbowl.*** It is the activity that helps students practice being contributors and listeners in a discussion. The students ask questions, present the opinions, and share the information when they sit in the fishbowl or inside circle, while the students on the outside circle listen carefully to present the ideas and pay attention to process. This activity is useful to make sure all students participate in the discussion. Fishbowl makes excellent pre-writing activities. It is often unearthing



questions or ideas that students can explore more deeply in an independent assignment.

Furthermore, based on the website of facing history and ourselves, fishbowl is learning activity that forces the students to be contributors in order to each students share their knowledge or opinions. Then, other students become a listener actively in fishbowl process. In this activity, there are two groups. The first group is as fishbowl circle. Their roles are to answer the question, and share the information. The second is as fish circle. Their roles are to give some question to fishbowl circle and become a listener carefully to the ideas presented and pay attention to process. Then, the roles reverse. This strategy is useful to make sure all students participate in the discussion and make sure whether all of group member agree about the discussion or there is a controversial suggestion.

***Role play.*** It is an activity which the students learn in an imaginary situation or roles in order to develop the students' fluency. The situations and the roles are made as a real life situation, so that the students know the functions of English in real life. Role play is learning by doing in which role indicates that the students should active in application the knowledge, skills, and comprehension to speak and do the role that has given by their group members. Play indicates that the students should use their imaginary to do their parts in role play. This activity help students in practice speaking English, improve students' communication skill and develop students' creativity.

Then, according to Kilgour, Reynaud, Northcote, and Shields (2015), role play is one type of active and participatory learning activity that each student

should create an interaction between other students and simulate a scenario. This activity can open the minds of students to comprehend of the scenario content. The aims of this activity are to promote students' motivation in learning process, provide students' opportunities to view situations from multiple perspectives, improve students' creativity in role play process, and enhance students' speaking skill.

**Jigsaw.** It is a learning activity which each group members should mastery of the knowledge that has discussed, so that each student depends on his teammates to be able to provide the necessary information in order to perform well with other groups. In application jigsaw activity, the teacher divides an assignment or topic into four parts with all students from each learning team volunteering to become "experts" on one of the parts. Then, the expert teams work together to master their fourth of the material and also to discover the best way to help others learn it. Then, all experts reassemble in their home learning teams where they teach the other group members.

In addition, Tran (2013) explains that jigsaw is learning activity that each student should become an expert in a small part of the whole learning material, and then each student teach to other students in his group this part of the material. The benefits of this activity is to promote more positive students' attitudes toward their own learning, enhance more positive relationships between each students, develop self-esteem, and improve students' learning skills.

**Test-taking team.** The students work in teams to prepare an exam. Then, the students work the exams individually and then continue to group work. This

activity involves three steps. The first step is the group studies for the exam together. The second step is each group members take an exam individually. The third step is the group takes the exam together. By working together to prepare an exam, the students help each other to deepen their understanding of the content, because each student takes the test independently. This technique emphasizes individual accountability. By retaking the test as a team, individual students get benefit from the collective knowledge of the group.

In addition, Bates and Petersen (2011) states that test-taking team is an activity which each teammates solve the problem together. Each teammates receive fast feedback on their performance, and the teacher spends less time reviewing the exam (in class and with individuals). In this activity, the students complete an individual test paper as well as a group test paper. The individual component enforces individual accountability. The teacher can ask some questions related with the result of a group discussion. Then, each group member are asked to evaluate others' ideas and synthesize a solution that incorporates the best ideas generated by the members of the group. It aims to encourage students' participate in discussion process and improve students' academic achievement.

### **The Steps of Collaborative Learning**

In order to be an effective of collaborative learning process, there several steps should be done by students. Davidson and Major (2014) asserts that there are five steps in collaborative learning process. Those are engagement, exploration, transformation, presentation and reflection. In engagement phase, the teacher assesses their abilities, interests, talents, and intelligence possessed by

each student. The teacher divides a group based on good and low students' achievement. In exploration phase, the teacher gives a task and students are given an opportunity to work together with their group member. Every group member should contribute in the form sharing their knowledge or opinion in order to solve the problem. In transformation phase, every group members have different abilities and they should share their opinions. Every student explores the information, collate information, clarify, and elaborate, as well as learn synthesis concepts. In this phase, all of students are expected to take part in the grouping of information, giving opinions, and there was discussion of the results of exploration. The teachers' role is to monitor their students' learning, to address misconceptions among group members, or to provide additional information. In presentation phase, every group should present the result of their discussion. Group presentation can occur with varied audiences, such as the whole class or in a combination of two groups of four into a group of eight. In reflection phase, each student reflect what they have learned and the process what they have gone through, so that students can gain a deeper understanding of both the content and the learning process. Reflection students can be done individually or collaboratively.

### **The Forms of Collaborative Learning Group**

There are four parts of the forms of collaborative learning, namely the kinds of group, the size of group, the allocation of members into groups, and the advantages and disadvantages of small group and large group. Those explained according to some experts.

**The kinds of group.** According to Barkley, et.al (2005) argues that there are three kinds of group in collaborative learning. Those are formal group, informal group, and base group.

Firstly, formal group is the students have to undertake and complete a complex task during several class sessions or even weeks. It aims to accomplish the task, share their opinions, capitalize on different talents and knowledge of the group, and maximize the learning of students in the group. Secondly, informal group is temporary, the group randomly selects for one discussion. It aims to ensure students' active in learning process. These groups are normally made of clusters of students who decide by themselves to work together in the classroom to discuss an issue for better understanding, such as responding to a question and brainstorming ideas. Thirdly, base group is long-term groups with a stable membership, more like learning communities. It aims to provide a support, encouragement and help students feel connected in communicating of learning process. This way of group working is believed to foster deep learning, more motivation to learn and stronger group cohesion.

**The size of group.** According to Macpherson (2007), the ideal size for collaborative learning group is four learners every groups. When a group has four students, they can make a pairs working together at times and four working together at other times. Moreover, Johnson and Johnson (2006) as cited in Roseth, Garfield, and Zvi (2008) asserts that collaborative learning groups typically range in size from two to five. Small group is typically more successful than large group of students. Especially, when time is short and students are lack the skills to work

with several peers at once. Large group decreases students' opportunity to contribute in sharing their ideas and learning process. Whereas, small group makes it easier to identify students' difficulties in learning process and the students can contribute in solving the problem and learning process in the classroom.

**The ways to form the students into groups.** According to Kriflik and Mullan (2007), there are four categories of the allocation of members into a group. The first is random selection. Students are appointed into a group randomly by themselves. One of the most popular ways in dividing a group is the call-off system (by counting the number 1 up to 5). Then, groups are formed by putting all the 1's, 2's etcetera together. The benefits of this category are students have an opportunity to learn from new friends and enhance their communication skills. The second is self-selection. Students are asked to form into groups themselves. Here, students have an opportunity to choose their fellow group members, so that they enjoy in learning process. The third is selective appointment. The teacher divides students into a group based on some criteria, such as mark aspirations, meeting times, complementary skills, specific competencies. The last is task appointment. Students are appointed to groups based on a preference for a particular assignment topic (offered from a range of choices). Here, students are interested in topic and students work with members in similar interests.

**The advantages and disadvantages of small group.** Nelson, Kift, Creagh, and Quinn (2007) state that the advantages of small group are each member has the opportunity to contribute more, fewer social skills are needed (in

regards to team dynamics), it is often easier for students to coordinate team meetings, students feel more comfortable in participating and it may be easier to reach consensus. Moreover, disadvantages of small group are limited the knowledge in sharing the ideas and solving the problem, and need many times in collaborative learning process.

**The advantages and disadvantages of large group.** Nelson, Kift, Creagh, and Quinn (2007) state that the advantages of large group are more ideas are generated by each students, the students contribute a wider range of perspectives and background knowledge, there are fewer teams in the class, more time can be devoted to each team's work during marking, students presentations are less likely to be repetitive, more complex and sizeable tasks can be addressed. Furthermore, disadvantages of large group are group members have an opportunity for free-riders and loafers, conflict can divide large group, it can be problematic in the organization of meetings.

### **The Advantages of Collaborative Learning Method on Students**

There are many advantages of collaborative learning method in students learning process according to some experts. Johnsons and Pantiz (1999) as cited in Laal and Ghodsi (2012) argue that the advantages of collaborative learning include into four major categories. The first is social benefits. It means that collaborative learning helps students to develop a social support system, leads to build diversity understanding among students and staff, establishes a positive atmosphere for modeling and practicing cooperation, and develops learning communities. The second is a psychological benefit. It means that collaborative

learning is student-centered instruction that increases students' self-esteem, improves students' confidence, and develops positive attitudes towards the teachers. The third is an academic benefit. It means that collaborative learning promotes critical thinking skills, involves students actively in learning process, improves students' achievement, models appropriate student problem solving techniques, and improves students' motivation in learning process. The fourth is alternate student and teacher assessment techniques. It means that collaborative teaching techniques utilize a variety of assessments.

Furthermore, according to Zahedi and Tabatabaei (2012), there are many advantages of collaborative learning method, such as gives students' opportunity to engage in discussion, so that students take responsibility for their own learning so that they become critical thinker. Then, the students felt enjoy in learning process, so that they can more understand about the lesson. Collaborative learning method also can improves students' confidence in learning process and improve their relationship with other students as well as with their teachers, so that they can communicate well each other. In addition, Enache and Crisan (2013) stated that the effects of collaborative learning method are stimulating students' curiosity in learning, encouraging students to share their ideas and questions, creating an opportunity for students to find, select, evaluate and compare information necessary for solving work tasks, and improving students' active, critical and creative thinking in learning process.



## **The Disadvantages of Collaborative Learning Method on Students**

There are some disadvantages of collaborative learning method in students' learning process in the classroom. According to Zakaria (2009) elaborates that there are some disadvantages of collaborative learning as follows: Firstly, collaborative learning takes much time to organize the group. The teacher should maximize the groups that combine all students that have different culture, educational background and motivation. Secondly, the students are not all involved or on the task, the teacher should assign specific task to all the students. Thirdly, in collaborative learning process, there are some groups too noisy. So that other students are less focus and do not understand about the lesson that they are discussing. Fourthly, there may be pressure from the group to conform to the majority opinion. Most people do not like conflict and attempt to avoid it when possible. By readily acquiescing to the majority opinion, the individual may agree to a bad solution just to avoid conflict. Fifthly, usually there are some members may rely too heavily on others to do the work. This is one of the most salient problems that face groups. Some members do not pitch in and help and do not adequately contribute to the group.

## **The Principles of Collaborative Learning**

Collaborative learning comprises instructional methods in which the teacher organize students into small groups, which work together to help one another learn academic content. According to Johnson and Johnson (2009) as cited in Tran (2013), there are five principles of collaborative learning. The first is positive interdependence. It means that students are required to work together as a

cohesive group to achieve learning objectives. Students must be responsible for their own learning and for the success of other students. In other words, the students must ensure that other members in their group complete the tasks and achieve academic outcomes. The second is face to face interaction. It means that each group efforts to accomplish the group's goals. Students are required to interact verbally with one another on learning tasks. It aims to exchange opinions, explain things, teach others and present their understanding. The third is individual responsibility. It means that students ask for assistance, do their best work, present their ideas, learn as much as possible, take their tasks seriously, help the group operate well, and take care of one another. The fourth is appropriate using of collaborative learning. It means that students are encouraged and helped to develop trust-building, leadership, communication to collaborate to create a group dynamic interaction to learn from each other. The fifth is group processing. It is defined as reflecting on a group session to help students to describe what member actions are helpful and unhelpful and make decisions about what actions to continue or change. Group processing improves students' effectiveness in contributing to achieve the objectives of learning process.

### **The Review of Related Studies**

This part discusses the review of related studies which the title teachers' perception toward the implementation of collaborative learning method at EED of UMY. Moreover, many researchers have studied about collaborative learning method in other views.

Gillies and Boyle (2010) in research entitled "*Teachers' reflection on collaborative learning: Issues of implementation*". The objective of this research is to identify the teachers' issues of implementing collaborative learning in the classroom. Respondents are teachers in Brisbane, Australia. The writer used qualitative research as a methodology and used an interview as instrument. The result of the research showed that all teachers spoke positively about their collaborative learning experiences, noting that students responded well to their small group experiences and it helped them to better manage and structure their lessons. The issues of implementing collaborative learning identified included students socializing during group activities and managing time effectively. Other issues that the teachers identified included the composition of the group (such as gender, ability, friendship), and the type of task needed to motivate students. Interestingly, all teachers agreed that preparation needed to occur if students were to work successfully in the groups and this included training students in social skills.

Saefurrohman (2004) in experimental research that entitled "*Improving students' motivation through collaborative learning strategies: An action research at SMU Negeri 1 Ajibarang, Banyumas, Central Java*". The objective of this research is to know whether collaborative learning strategies can improve students' motivation in learning English. The researcher used action research as a methodology. Action research provides teachers with an opportunity to apply the findings of research to their own situations and to adapt theory to practice. Respondents are thirty eight students of third grade in social program participated.

The result of this research showed that collaborative learning can increase students' motivation, make students' passive become more active in the classroom, give them chance to be communicative with the material and their friends and make students become creative in finding a solution for the problem that they have.

The discussions of previous researches give much information about collaborative learning method for the researcher. The result of previous researches show that the issues of implementing collaborative learning method are how to composite of the group such as gender, ability, friendship, how to manage the time in collaborative learning process, and the type of task needed to motivate students. Besides, previous researches provide an effect of using collaborative learning method, such as encourage students' motivation and make passive students become more active in the classroom. However, this research give some views of implementing collaborative learning method, such as the kinds of collaborative learning techniques, the steps of collaborative learning, how to composite the students into the group, and what are the advantages and disadvantages of using collaborative learning method on students. This research can help the teachers to solve the problem in using collaborative learning method in the classroom.

### **Conceptual Framework**

This part discusses conceptual framework which summarized from chapter two. The aimed based on formulating of the problem study is to find out 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.

Ibrahim, Shak, Mohd, Ismail, Perumal, Zaidi, and Yasin (2015) highlights that the implementation of collaborative learning method makes students depend on each other in their pursuit of knowledge and make the learning process more meaningful and interesting. When the students are learning in a group, they will not feel alone and isolated from the rest. When students are working in group, they will be a part of a community whereby everyone will lend support to one another. In addition, Seng (2006) as cited in Ibrahim, et.al (2015) finds that collaborative learning would increase the chances of academic success. When there are fun and interesting communicative activities in the classroom, students enjoyed working in groups.

To create an interesting and enjoyable in learning process in the classroom, teachers should pay attention the form of collaborative learning method, such as kinds of group (formal, informal, or base group), size of group, and the ways to form students into a group, and how advantages and disadvantages of small and large group. Furthermore, the teachers should choose appropriate techniques of collaborative learning. Kinds of collaborative learning techniques, such as technique for discussion that consists of think-pair-share, round robin, buzz groups, talking chips, three-step interview and critical debates.

The second part is techniques for reciprocal teaching that consist of note-taking pairs, learning cell, fishbowl, role play, jigsaw, and test-taking teams.

Collaborative learning method has advantages and disadvantages, so that teachers should implement it in students' learning process in the classroom well. In implementing collaborative learning method, it give many advantages on students at EED of UMY, such as making students' active in learning process, encouraging students' responsibility in their learning, and encouraging students' communication skill. Then, the disadvantages on the students at EED of UMY were making students' less serious and being free rider. The research framework is presented in the chart below:

**Figure 1.1 Conceptual Framework**

