

## **Chapter Four**

### **Finding and Discussion**

This chapter presents the analysis of the data and discussion of the research findings about teachers' perception toward the implementation of collaborative learning method at English Education Department of Universitas Muhammadiyah Yogyakarta. As described in chapter three, the data collected in this study were obtained by using interview technique. The discussion of the research findings is divided into three sections. Those are 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 at EED of UMY. Those three findings were explained in details.

#### **Teachers' Perception toward the Implementation of Collaborative Learning Method at EED of UMY**

In this part, the research found out teachers' perception toward the implementation of collaborative learning method at EED of UMY. The researcher has interviewed three teachers at EED of UMY. There are four questions that related toward the implementation of collaborative learning method. Firstly, what are the teachers' perceptions toward the implementation of collaborative learning method. Secondly, what are collaborative learning techniques that teachers used in the teaching and learning process in the classroom. Thirdly, what are the purposes

of using collaborative learning method at EED of UMY. Fourthly, what are the steps that teachers usually used in collaborative learning process.

**Teachers' perception toward the implementation of collaborative learning method.** Based on the statements of three respondents at EED of UMY about the implementation of collaborative learning method, they stated that the collaborative learning method is an effective teaching method to be implemented at EED of UMY and the teachers implemented it well. As stated by first respondent that "I thought that the teachers at EED have implemented collaborative learning method. The implementation of that method is already good" (*R1: Interview, 2016*). Furthermore, the second respondent said that "In my comprehension, the teachers are already creative in implementing of collaborative learning and they also implemented it well" (*R2: Interview, 2016*). In addition, the third respondent argued that "collaborative learning method is enough effective implemented at EED of UMY" (*R3: Interview, 2016*).

In line with statements about the implementation of collaborative learning method at EED of UMY, Ibrahim, Shak, Mohd, Ismail, Perumal, Zaidi, Yasin (2015) state that collaborative learning method will provide a variety of advantages on students, such as the students will actively interact with each other which it will stimulate the elaboration of conceptual knowledge, so that it is safe to deduce it as an effective tool in the classroom. In addition, Alansari (2006) notes that the collaborative learning method is better in implementing in different subjects and levels, starting from elementary school to university and the

collaborative learning makes subjects more interesting and promotes effective learning.

**Teachers' perception toward collaborative learning techniques that are used by the teachers.** Based on the statements of three respondents at EED of UMY about collaborative learning techniques, they stated that there were two of collaborative learning techniques that used by the teachers in the teaching and learning process. The first was technique for group discussion and the second was technique for reciprocal teaching. According to Barkley, et.al (2005), techniques for discussion was an activity in which the students gave and took discussion that can produce unmatched learning experiences, because the students articulated their ideas, responded to their classmates' points, and developed students' skills in evaluating the evidence of their own and others' positions. So, in the teaching and learning process, usually three teachers as respondents used technique for group discussion, such as think pair share activity and group presentation activity. As stated by first respondent, when asked about collaborative learning techniques. "I often implemented a group discussion, namely, pair work activity. So, they will work and discuss with their couple" (*R1: Interview, 2016*). Whereas, the second respondent usually used group presentation activity in teaching and learning process in the classroom. As stated by second respondent that "I thought almost every learning and teaching process I implemented collaborative, namely group presentation activity which I divided the students into a group and they discussed the lesson. Then, they should present it" (*R2: Interview, 2016*). Furthermore, the third respondent usually used discussion activity in the teaching and learning

process in the classroom which the teacher stated that “usually I asked the students to discuss with their friends. Then, I gave the students an assessment, then they should discuss it, then they share it” (*R3: Interview, 2016*).

The second part of collaborative learning techniques was technique 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 (Barkley, et.al, 2005). Here, the first respondent used techniques for reciprocal teaching in the teaching and learning process, such as jigsaw activity. As elaborated by first respondent that “oke, in the morning I implemented jigsaw” (*R1: Interview, 2016*).

In line with the statements about collaborative learning techniques, Young (2006) asserted that technique for discussion was an activity in which the teachers formed the students into a group. Then, the students should share their ideas with their group members. After discussing, the students should present the result of discussion in front of their classmate. Meanwhile, technique for reciprocal teaching was an activity in which the teachers formed the students into a group. After that, the students had two roles. Firstly, the students should learn with their group members in discussing process. Then, every student should participate and master the lesson that they were discussing in the classroom. Secondly, the students should teach in other group about the lesson that had mastered in first group ago (Young, 2006). Furthermore Barkley, et.al (2005) asserted that there were two collaborative learning techniques. The first part was techniques for

discussions that consisted of think-pair-share, round robin, buzz groups, talking chips, three-step interview, and critical debates. The second was techniques for reciprocal teaching that consisted of note-taking pairs, learning cell, fishbowl, role play, jigsaw, and test-taking teams.

**Teachers' perception toward the purposes of using collaborative learning method.** Based on the statements of three teachers as respondents at EED of UMY about the purposes of using collaborative learning method in the teaching and learning process, they asserted that there were nine purposes of using collaborative learning method in the classroom.

*The first was to encourage the students to study hard.* According to the respondent, she used collaborative learning method to encourage students to study in learning process in the classroom. As argued by first respondent when asked about the purpose of using collaborative learning method. "the purpose of collaborative learning method was all of the students had to study hard in discussing process" (*R1: Interview, 2016*). From this statement, the respondent stated that in collaborative learning process, the students should study hard in discussing process. So, in using collaborative learning method, hopefully the teacher can encourage the students to study hard in the classroom and the students had a motivation to study hard in learning process. It is supported by Ikuma (2012), she states that the purpose of collaborative learning method is to encourage the students to study hard.

*The second was to encourage the students to be active participation in collaborative learning process.* According to the respondent, she used

collaborative learning method in the classes to encourage students' active participation in the classroom. As stated by respondent one that "I made group discussion for students in order to students became active in joining the lesson. The way to be students active is by giving them the place for discussion" (*R1: Interview, 2016*). From this statement, the respondent argued that collaborative learning method emphasized the students to be active in the classroom. So that passive students should participate actively in collaborative learning process in the classroom. MacGroger (2005) as cited in Mia (2013) noted that the purpose of collaborative learning method is to encourage students' participation in discussing process.

***The third was to help the students in understanding the materials.*** The respondents used collaborative learning method in the classroom to help the students in understanding the materials. As said by first respondent that "the students can understand a concept and they will be more understand about the materials" (*R1: Interview, 2016*). In addition, the second respondent also stated that "the first purpose was to help students in understanding the material that studied" (*R2: Interview, 2016*). From this statement, the respondents stated that collaborative learning method was the students should studied and help each other in understanding the materials that they were studying in the classroom. So that the students can acquire much knowledge and got more understanding about the lesson that they were discussing in the classroom. MacGroger (2005) as cited in Mia (2013) noted that the purpose of collaborative learning method is to help each other in mastering the materials.

***The fourth was to implement students' critical thinking.*** According to the respondent, she used collaborative learning method in the classroom to implement their critical thinking in discussing process. As claimed by respondent three that “they can apply their critical thinking” (R3: Interview, 2016). From this statement, the respondent stated that the students not only got many knowledge in discussing process with their group members, but also the students can implement students' critical thinking in discussing process in the classroom. So, every student can be critical thinkers in every lesson that they were discussing in the classroom. According to Ikuma (2012), the purpose of collaborative learning method is to generate students' critical thinking.

***The fifth was to make students enjoy learning from another friend.*** The respondents used collaborative learning method in the classroom to make the students felt enjoy in learning process. As stated by respondent three that “they enjoy learning from another friends” (R1: Interview, 2016). From this statement, the respondents asserted that collaborative learning method emphasized the students to study together with their friends, so that many students felt enjoy in collaborative learning process and they were more enjoying to study from another friends than they studied individually in the classroom.

***The sixth was to practice students' speaking skill.*** According to the respondents, she used collaborative learning method was to give many times to the students to practice their English speaking skill in the classroom. As argued by the third respondent that “they can practice to speak English in discussing process” (R3: Interview, 2016). From this statement, the respondent claimed that

usually the teachers emphasized the students to speak English in collaborative learning process, so that the students can practice their speaking English in discussing process. Hopefully the students also can improve their English speaking skill in collaborative learning process.

***The seventh was to encourage the students' confidence.*** The respondent used collaborative learning method to encourage the students' confidence in sharing and discussing in the classroom. As stated by the third respondent that "in order to be confident students when they wanted to present their opinion" (R3: *Interview, 2016*). From this statement, the respondent claimed that in collaborative learning process, the students should participate and share their idea to their group members in discussing process. So that the students can accustomed to present their opinion in front of their friends in the class and it can encourage their confidence in discussion process. According to Ikuma (2012), the purpose of collaborative learning method is to heighten students' confidence.

***The eighth was to give background knowledge.*** According to the respondent, she used collaborative learning method to give background knowledge to the students earlier. As highlighted by respondent three that "the students had background knowledge when they discussed in the beginning" (R3: *Interview, 2016*). From this statement, the respondent claimed that in collaborative learning process, usually the teachers asked the students to discuss in the beginning about the materials that they will study in the classroom, so that the students can get background knowledge about the materials that will be explained by the teachers.



***The ninth was to share students' idea.*** According to the respondents, they used collaborative learning method to share students' idea and students' knowledge about the lesson that was studying in the classroom. As stated by first respondent that "the students can learn and discuss to share the ideas with their friends" (R1: Interview, 2016). Then, the second respondent said that "in collaborative learning, there was a taking and giving, so that the students can share their idea and help each other (R2: Interview, 2016). Furthermore, the third respondent argued that "the students can learn from their friends" (R3: Interview, 2016). MacGroger (2005) as cited in Mia (2013) asserted that the purpose of collaborative learning method is the students can share their ideas in discussing process.

**Teachers' perception toward the steps the teachers used in collaborative learning process.** Based on the respondents' statements, there were six steps of implementing collaborative learning method at EED of UMY.

***The first step was the teachers formed the students into a group.***

According to the respondents, the first step of using collaborative learning method was forming the students into a group. As stated by first respondent that "usually I will form the group" (R1: Interview, 2016). Then, the second respondent argued that "I made groups to work together" (R2: Interview, 2016). Furthermore, the third respondent said that "usually I made a group" (R3: Interview, 2016).

***The second step was the teachers gave a topic to every group.*** According to the respondents, the second step of using collaborative learning method was the teachers gave a topic or a assignment to the students in order to the students

discuss it. As argued by the first respondent that “the teachers gave an explanation about the assignment, and then the teachers gave that assignment” (*R1: Interview, 2016*). Furthermore, the second respondent said that “I prepared a topic and I assigned them a topic to be studied together” (*R2: Interview, 2016*). Then, the third respondent that “I gave some questions on my slide which it should be answered by students” (*R3: Interview, 2016*).

***The third step was the students discussed the topics.*** According to the respondents, the third step of using collaborative learning method was the teachers gave a time to the students to discuss about the topics that had given by the teachers. As stated by first respondent said that “the students discussed it” (*R1: Interview, 2016*). Furthermore, the second respondent argued that “in the classroom, usually I gave a time to the students to try understanding and reading together in certain time. Then, the students discussed it” (*R2: Interview, 2016*). Then, the third respondent stated that “the students had to discuss the topic” (*R3: Interview, 2016*).

***The fourth step was the students presented the result of discussion.*** According to the respondents, the fourth step of using collaborative learning method was the students had to present the result of discussion. As stated by second respondent that “I asked the students to make classroom presentation in order to know students’ understanding and to share each other” (*R2: Interview, 2016*). Then, the third respondent argued that “I asked one of each group to share their result of discussion” (*R3: Interview, 2016*).

***The fifth step was the the teachers explained the materials.*** According to the respondents, the fifth step of using collaborative learning method was the teachers explained the materials that will be studied by the students in the classroom. As argued by third respondent that “then, I explained the materials generally together” (*R3: Interview, 2016*).

***The sixth step was the teachers checked students’ understanding.*** According to the respondents, the sixth step of using collaborative learning method was the teachers checked students’ understanding to convince whether the students had understood about the materials or the students had not understood about the materials. As said by first respondent that “I will do checking understanding” (*R1: Interview, 2016*).

From the statement about the steps of collaborative learning method, Davidson and Major (2014) asserted there are five steps in collaborative learning process. Those are engagement, exploration, transformation, presentation and reflection. The first step is engagement. It means that 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. The second is exploration. It means that 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. The third is transformation. It means that 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. The fourth is presentation. It means that 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. The fifth is reflection. It means that 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.

Furthermore, Ngeow (1998) elaborated that there were four steps of collaborative learning method. The first was grouping in which the teachers formed the students into a group. The second was developing of group work skills in which every group members should discuss the assignments that had given by teachers. The third was performing in which the students should perform their result of discussion. The fourth was evaluating which the students evaluated the lesson that had studied in the meeting. The kinds of evaluating, such as individual, peer, or group grading, peer evaluation or self-reflection).

Forming the group in implementing collaborative learning method was the main point that teachers should pay attention, because forming the group can influence students' understanding in learning process. It is supported by Ounnas, Davis, and Millard (2009) stated that forming the groups can be a time consuming

and complex task, so that the students should learn hardly to achieve their objective learning. In addition, Agarwal (2016) highlighted that the purposes of forming the group was the achievement of certain objectives through task performance, group behaviour gives more strength to come down heavily on problems, and to encourage students' communicative skill. Furthermore, forming the group included the kinds of the group, the ways of form the students into groups, the size of group, and the advantages and disadvantages of small group. It was explained below:

*Teachers' perception toward the kinds of the group that are used by the teachers.* Based on the respondents' statements, three respondents at EED of UMY often applied informal group in forming collaborative learning group which the teachers divided the students into a group and the group were used for one meeting or one discussion. As highlighted by first respondent, when asked about the kinds of the group that were used in the teaching and learning process. "I made the group when there was a class in the meeting, then the next meeting, the group will be changed again" (R1: Interview, 2016). Moreover, second respondent argued that "if the topic was for that meeting, I formed the students into a group and it finished with one class" (R2: Interview, 2016). Then, third respondent stated that "usually the group members were different for every meeting" (R3: Interview, 2016).

Then, the first and second respondents also applied base group for the continuous assignment, because the students should work together with the same group members from the first assignment until the last assignment for one

semester. As asserted by first respondent that “I ever did one group for one semester” (*R1: Interview, 2016*). Whereupon, second respondent argued that “if the topics had many sub topics and every topic was large, the group members worked together for one semester” (*R2: Interview, 2016*).

The opinions about the kinds of the group that was supported by Johnson, Johnson and Smith (1991) as cited in Barkley, et.al (2005) who asserted that informal group was divided by the teachers quickly and randomly. The group was for short time or one meeting. It purposed to be fast in dividing the students into a group. Moreover, base group was the students worked together with the stable group member or one semester. It purposed to form the student community to study continuous assignments and to encourage the students to participate in every discussing process. Whereupon, Barkley, et.al (2005) who argued that there were three kinds of group in collaborative learning. The first was formal in which the students had to undertake and complete a complex task during several class sessions or even weeks with the same group members. The second was informal group in which the students had to undertake and complete a task for one meeting or one discussion with the same group members. The third was base group in which the students had to undertake and complete some task (continue assignment) for one semester with a stable membership. So, it can be inferred that three teachers at EED of UMY often implemented informal group which the teachers formed the students into a group and the group was for one meeting or one discussion. Meanwhile, first and second respondents ever used base group

which the teachers formed the students into a group and the group was for one semester. It was for continuous assignment.

***Teachers' perception toward the ways to form the students into a group.***

Based on the respondents' statements, there were four methods that teachers at EED of UMY used in forming the students into a group. The first was a random method which three teachers often used a random method by counting, number from 1 to 5 and the students who have the same number will be one group. As elaborated by first respondent, when asked about the ways to form the students into a group. "I often used by counting 1,2,3,4,5, then the same number will be a group" (*R1: Interview, 2016*). Whereas, the second respondent also stated that "usually I used random which I used by counting" (*R2: Interview, 2016*). The third respondent also argued that "usually I formed the students into a group using a random by using counting way" (*R3: Interview, 2016*).

Then, the second was the teachers asked students to choose their partner in forming the group in collaborative learning process. As asserted by first respondent that "In pair groups, I asked them to choose their partner" (*R1: Interview, 2016*). Whereas, the third respondent also argued that "when I had no many times, usually I asked the students to make a group with their friend side" (*R3: Interview, 2016*). The third was a democratic method which the teachers give choice to students whether the teachers or the students that will make a group. As stated by second respondent that "I often did democratic way. So, I offered to my students to choose their partner by themselves or by teachers" (*R2: Interview, 2016*). The fourth was the teachers divided students into a group based on

students' interested toward the topics of assessment that teachers given to students. As elaborated by first respondent that "I also ever grouped the students based on the topic that will be discussed" (*RI: Interview, 2016*).

In line with statements about the ways to form students into a group, Barkley, et.al (2005) stated that there were three ways of forming the students into a group. The first was random method which the teachers used by counting the numbers from 1 to 5 or the teacher said to the students in first ranks of students are sitting by odd or even. Then, the same odd or even or number was a group member. The second was students had a choice to choose their group members by themselves. The third was the teachers had to choice the students into a group for some criteria, such as based on students' interested toward the topic that had given by the teachers and it will be discussed in that meeting, then the same topic will be a group and the teacher should have a definite a group members in every group. The teachers also can divide the students into a group based on students' specific competencies or students' understanding about the lesson that will be discussed in the meeting. In addition, Kriflik and Mullan (2007) argued that there were four ways to form the students into a group. The first was random selection by counting. The second was self-selection which the students were asked to form into groups themselves. The third was selective appointment which the teacher formed students into a group based on some criteria, such as mark aspirations or students' specific competencies. The fourth was task appointment which the teachers formed the students into a group based on students' interested on the topic that had given by the teachers. So, from the data above, there were four



ways to form the students into a group, such as random method, democratic method, based on students' choice of their partner, and based on students' interested toward the topics of assessment

***Teachers' perception toward the size of group.*** Based on the respondents' statements, the size of group usually consisted of 3 to 4 students for every group. As elaborated by first and third respondent that "usually I grouped 3 to 4 students for every group" (*R1: Interview, 2016*). Moreover, third respondent elaborated that "I divided the students into a group that consisted of 3 to 4 students" (*R3: Interview, 2016*). Whereupon, the second respondent stated that every group usually consisted of 3 to 5 students for every group. As argued that "usually every group consisted of 3 to 5 students" (*R2: Interview, 2016*).

In line with statements about the size of group, Davis (1993) as cited in Burke (2011) suggested that groups of four or five members tend to work best in discussing process. However, Csernica, et al (2002) as cited in Burke (2011) argues that three or four members are more appropriate in discussing process. Larger groups decrease each members opportunity to participate and often results in some members not actively contributing to the group. So, the researcher inferred that the first and third respondent divided the students into a group that consisted of three to four students. Then, second respondent stated that the group consisted of three to five students. Every group consisted of 3 to 4 students or 3 to 5 students for every group was the best way and it will be effective and efficient if all of the group members will participate in discussing process.

In forming the group in the classroom, usually the teachers paid attention about the size of group, so that the researcher also investigated the advantages and disadvantages of small group in this research. As explained below:

***Teachers' perception toward the advantages and disadvantages of small group.*** Based on the interview, there were two advantages of small group claimed by the respondents. Firstly, small group made the students more active participation in discussing process in the classroom. As asserted by first respondent, when asked about the advantage of small group. "small group made the students more active participation" (*R1: Interview, 2016*). In addition, the advantages of small group were to encourage students' participation in discussing process. As elaborated by third respondent that "the advantage of small group was all of group members will participate in discussing process" (*R3: Interview, 2016*). Secondly, every group member will be intense and more concentrated in discussing process. As argued by second respondent that "the advantages were they will be intense to discuss with each other and they will be focus in discussing" (*R2: Interview, 2016*).

***Teachers' perception toward the disadvantages of small group.*** Based on the interview, there were three disadvantages of small group. Firstly, the teachers were less controlling students' learning process, because there were many group in the classroom and also the teachers needed many times to check students' understanding. As stated by first respondent that "the disadvantage was there were many groups in the classroom, so that the teacher will be lost. Then, I needed many times to check their understanding and asked them what had gotten in

discussing process” (*R1: Interview, 2016*). Secondly, the disadvantages of small group were there were some students became an individual stand and they became passengers. As noted by second respondent that “the disadvantage was the students became a free rider” (*R2: Interview, 2016*). Thirdly, the disadvantages of small group were the teachers should need many times to students’ present their result of discussion and usually the group will stuck in discussing process, if there was little group members. As asserted by third respondent that “the disadvantages were there were many groups in the classroom, so that it needed many times to share it. Moreover, usually there was some group members were not critical, so that they will be stuck in discussing process. (*R3: Interview, 2016*).

According to Hameed (2013), the advantages of small group were to achieve high standards in discussing process, increased students’ knowledge, encouraged students’ academic achievements, and had opportunities to be active in discussing. Whereas, the disadvantages of small group were there were many groups in the classroom, so that the teachers were less monitoring and the students need many times to share the result of discussion. Meanwhile, Nelson, et.al (2007) noted that the advantages of small group were each member had 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.

## **Teachers' Perception toward the Advantages of using Collaborative Learning Method on Students at EED of UMY**

In this part, the research found out teachers' perception toward the advantages of using collaborative learning method on students at EED of UMY. The researcher has interviewed three teachers at EED of UMY. In the interview, the teachers stated that there were five advantages of using collaborative learning method on students at EED of UMY. Firstly, the students were more active in learning process, because the students studied with their friend in a group and the students were emphasized to participate in discussing process. As stated by respondent one, when asked about the advantages of collaborative learning method on students. "the students can be active and can learn together in the classroom" (*R1: Interview, 2016*). Secondly, the students will more understand about the lesson when they discussed it together with their friends, because in collaborative learning process, there was an interaction in sharing their opinions or ideas with their friends in which it can make the students more understand about the lesson that they were discussing in the classroom. As highlighted by second respondent that "they can gather with the students' understanding, so there was an interaction and share it together" (*R2: Interview, 2016*).

Thirdly, the students can practice their critical thinking in discussing process, because the teachers gave the students some assignments and the students had to work in group and discussed it collaboratively. As stated by third respondent that "the students also can practice critical thinking in collaborative learning process" (*R3: Interview, 2016*). Fourthly, the students can practice their

speaking skill, because the teachers emphasized the students to speak English in learning process in the classroom. So the students must speak English in sharing their ideas or opinions in discussing process. As elaborated by third respondent that “they can practice their English” (*R3: Interview, 2016*). Fifthly, in collaborative learning process, there was a communication between students one and others students in sharing their opinions and learning together in the classroom. So, all of the students should communicate with other students to get an understanding about the lesson and students also can encourage their communicative skill in collaborative learning process. As highlighted by third respondent that “the advantages were students can learn each other and can communicate well in sharing their idea” (*R3: Interview, 2016*).

In line with respondents’ statements about the advantages of using collaborative learning method on students, Enache and Crisan (2013) stated that the advantages of collaborative learning method were 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. In addition, Zahedi and Tabatabaei (2012) asserted that there were 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.

### **Teachers' Perception toward the Disadvantages of using Collaborative Learning Method on Students at EED of UMY**

In this part, the research found out teachers' perception toward the disadvantages of using collaborative learning method on students at EED of UMY. The researcher has interviewed three teachers at EED of UMY. In the interview, the teachers elaborated that there were five disadvantages of using collaborative learning method on students at EED of UMY.

Firstly, disadvantage of using collaborative learning method on students was there were some the students were jokes and less serious in learning process, because the students studied in grouping so that usually they were jokes to expunge their sleepy or they felt bored in discussing process. As stated by respondent one, when asked about the disadvantages of using collaborative learning method on students, that "they did not really serious in learning process" (*RI: Interview, 2016*). Secondly, the disadvantage was in controlling the students in collaborative learning process, because there were many students in the classroom so that the students were less control by their teachers and the teachers also needed many times to control all of the students in the classroom. As asserted by the respondent one that "the disadvantage was control them, because many students there" (*RI: Interview, 2016*). Thirdly, the disadvantage was the teachers needed some instruments to check students' understanding in collaborative

learning process in order to the students achieved their objective learning. As argued by the first respondent that “the disadvantage was I need some instruments to check students’ understanding” (*R1: Interview, 2016*).

Fourthly, the disadvantage was some students became free rider in collaborative learning process, so that they did not participate and they just depended on other group members. As argued by respondents two and respondent three that “the disadvantage was some students did not work in discussing process. So, they became free ridden. There did not work. They just ride the group” (*R2: Interview, 2016*). Furthermore, third respondent argued that “the disadvantages were some students became a free rider. Fifthly, in collaborative learning process, there were some students did not care when other students shared their ideas. As noted by third respondent that “there were some students did not listen and did not believe about their friends’ ideas in presenting the result of discussion” (*R3: Interview, 2016*).

In line with respondents’ statements about the disadvantages of using collaborative learning method on students, Barros (2011) argued that there were some disadvantages of collaborative learning method on students. Namely, lacking of the participation of some group members, dominating attitude of some members, finding the difficulties to trust the other group members, misunderstanding may occur with some team members, difficulty in coordinating the students in the classroom, difficulty in organizing the students who were jokes in discussing process, and attaining the planned goals. Whereupon, Zakaria (2009) claimed that there were some disadvantages of collaborative learning as follows:

Firstly, there were some students were not all involved or on the task. So, the passive students depended on active students. Secondly, there were some groups too noisy. So that other students were less focus and did not understand about the lesson that they were discussing. Thirdly, there were some students mastered the group and had majority opinion. So that other group members most like to agree about majority opinion rather than they gave their ideas. Fourthly, there were some groups members did not contribute and did not help the other group members in discussing process.