TEACHER'S BELIEF AND PRACTICE OF COLLABORATIVE LEARNING ACTIVITIES

THESIS
Submitted in Partial Fulfillment of the Requirement
for Gaining The Bachelor Degree
of English Language Education

by :
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EDUCATION AND TEACHER TRAINING FACULTY
WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG
2023

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Semarang, 21st June 2023

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RATIFICATION

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To
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Assalamu'alaikum Wr. Wb.

I have given guidance, briefing and correction to whatever extent necessary of the following thesis :

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MOTTO

"Man Jadda Wa Jada"

Whoever makes an effort will success.

Keep praying to Allah, because no matter how hard do you try, if Allah doesn't authorize, you will be fail.

Remember : Effort without prayer is arrogant, prayer without effort is a lie.

But sometimes you will still fail despite your prayers and efforts. That's when you have to believe that it's not the right time for you to succeed. Everyone has their own time to succeed. No need to be jealous of others.

Believe that God's plan is better than all your plans.

ABSTRACT

Title : **Teacher's Belief And Practice Of Collaborative Learning Activities**

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Abstract:

Collaborative learning is an instructional approach that emphasizes active participation and interaction among students, with the teacher serving as a facilitator. This research aims to explore the role of teachers in implementing collaborative learning in higher education and the challenges they face in enabling effective group interactions. The data colection technique is using interview. The researcher interview a participant by using list of question. The study concludes by highlighting the impact of teachers' beliefs on their classroom practices and the methods used to collect and analyze data in the research. The findings suggest that collaborative learning can be an effective strategy for enhancing students' learning outcomes, but it requires careful planning, teacher training, and ongoing support to overcome the challenges associated with its implementation.

Keywords : Collaborative Learning; Teacher's Role, Teacher's Belief

ACKNOWLEDGEMENT

8. My beloved Sanggar Teater Jurnalis.
9. All members of PPL SMP 16 Semarang 2022 : Andika, Farchan, Ika Nur, Titi, Salma, Yaqut, Nurul, Vina, Anif, Fatiha and Sainab, who have encouraged me to pursue my studies and gave me 60 days valuablee days in my life.
10. All members of KKN Reguler posko 7 Tolokan : Sa'ik, Tsania, Rina, Zulaikhah, Jiehan, Mira, Asri, Yunia, Shafa, Mia, Thohar and Kholif, who encourage me to accomplish my studies and gave me 45 memorable days in my life.
11. SMP 16 Semarang teachers and staff.
12. Tolokan village residents.
13. The members of Punakawan.
14. All members of whattsapp group "sidang juni".
15. Afif Ahzami and Tomas Alva who who are willing to hear my stories, especially about my love story that always runs aground before sailing.
16. The last but not least, the one who always believes in me no matter what and those who cannot be mentioned one by one, who have supported the me to finish this thesis.
17. Fais Wahyu Tohar, finally we did it. Let's reaady for the next journey.

The writer realizes that this thesis is still far from perfection, so that constructive suggestions and criticisms from all sides for the perfection of this thesis project are always accepted. Finally, the writer expects that this thesis would be beneficial for the further study.

Semarang, 21st June 2023

The Writer

Fais Wahyu Tohar

DEDICATION

I dedicate my thesis for my families, my teachers, my friends and myself.

TABLE OF CONTENTS

CHAPTER 1

INTRODUCTION

This chapter is divided into several sections which discuss about background of the research, research question, objectives of the study and significances of the study.

A. Background of the Research

Collaborative learning refers to a teaching strategy in which pupils work actively and purposefully together in small groups, with the aim to enhance both their own and their teammates' learning (Ishler, Johnson, and Johnson 1998).[1] In the literature, a large variety of group learning strategies are called CL. De Wever (2006), Sener (1997) and MacInnerney and Roberts (2004) argue that CL and cooperative learning are often used interchangeably. As the different names imply, some authors point at different characteristics, such as the learners' age (Sener 1997), the philosophical roots (Panitz 1996), the focus of working together (Kirschner, Dickinson, and Blosser 1996; Panitz 1996), the task structure (Curtis and Lawson 2001), and the goal and level of pre-structuring (Strijbos and Martens 2001). However,

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[1] Ilse Ruys, Hilde van Keer, and Antonia Aelterman, 'Collaborative Learning in Pre-Service Teacher Education: An Exploratory Study on Related Conceptions, Self-Efficacy and Implementation', *Educational Studies*, 36.5 (2010), 537–53 <https://doi.org/10.1080/03055691003729021>.

Strijbos and Martens (2001) and Kirschner (2001) argue that CL and cooperative learning also have a large number of similarities.

Collaborative learning is a commonly used teaching methodology. Research on collaborative learning concludes that it contributes to cognitive learning as well as pro-social and emotional development (e.g. Järvelä, Volet, and Järvenoja 2010; Slavin 1999). Collaborative learning is also a valuable teaching strategy in higher education, because it prepares students for jobs where they work in teams (Slotte, Palonen, and Salminen 2004).[2] However, Fransen, Kirschner, and Erkens (2011) concluded that not all learning teams in higher education collaborate effectively. According to these authors, learning teams in higher education tend to focus primarily on the task aspects of performance and not on the team aspects. The effectiveness of collaborative learning largely depends on how core aspects such as interdependence, individual accountability and interaction are designed and implemented (Johnson and Johnson 1994; Strijbos, Martens, and Jochems 2004).

Lecturers play an important role in both the design and implementation of collaborative learning.[3] However, lecturers' practices do not always correspond with their beliefs about teaching and learning, because of, for example, constraints by departments' and

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[2] Miranda Suzanna Angelique De Hei and others, 'Collaborative Learning in Higher Education: Lecturers' Practices and Beliefs', *Research Papers in Education*, 30.2 (2015), 232–47 <https://doi.org/10.1080/02671522.2014.908407>.

[3] De Hei and others.

university's bureaucracy (Norton et al. 2010). Beliefs of lecturers about teaching and learning can be oriented towards the learning process of students (student-oriented) and towards the teaching process (lecturer-oriented). The former is referred to by Biggs (2001) as conceptions of teaching as 'facilitating learning'; the latter as conceptions of teaching as 'teaching as transmitting knowledge'. One could expect that the more student-oriented teachers are, the more they are willing to implement collaborative learning in their teaching practice.

Moreover, Bruffee (1995) states that cooperative learning and CL are two versions of the same thing. Both approaches share a sense of community and share the belief that learning is an active, constructive process (Millis and Cottell 1998).[4] Therefore, some authors see CL as a broader, more general concept covering multiple approaches on peer collaboration, among which for example cooperative learning (De Wever 2006; Meloth and Deering 1999; Millis and Cottell 1998; Palinscar 2002; Rose 2004). We agree with De Wever (2006) and Dillenbourg (1999) who argue that constructive learning contexts are ill-structured and therefore rather collaborative than cooperative. Therefore, in this study we opt for the term 'collaborative learning' which includes a more broad scope of strategies.

Cohen (1994) concluded that complex, ill structured and open-ended learning tasks stimulate collaboration between learners. These

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[4] Ruys, van Keer, and Aelterman.

kinds of tasks allow students to suggest multiple solutions which can be found in multiple ways.[5] Jonassen (2000) indicates that ill-structured problems are not constrained by the content domains being studied in classrooms, are emergent, their solutions are unpredictable, and they require multiple criteria for evaluating solutions. Moreover, they often require learners to make judgements and express personal beliefs and opinions, making them human interpersonal activities.

Research findings about the congruence between lecturers' teaching practices and their beliefs about teaching are ambiguous (Evans and Kozhevnikova 2011). Donche and Van Petegem (2011) found that the relationship between teacher beliefs and practices was highly influenced by individual (e.g. years of teaching experience) and contextual (e.g. student attitudes) factors. Kember and Kwan (2000) earlier stated that in the beliefs of lecturers with learner-oriented teaching strategies, motivating students was an important part of their role as a lecturer. In sum, lecturers' beliefs about teaching and learning in general, and beliefs about collaborative learning in particular, may influence how collaborative learning is designed and used and therefore influence its effectiveness. In this study, we examined the lecturers' beliefs and practices on collaborative learning in five different higher education programmes in order to get more

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[5] Ditte Lockhorst, Wilfried Admiraal, and Albert Pilot, 'CSCL in Teacher Training: What Learning Tasks Lead to Collaboration?', *Technology, Pedagogy and Education*, 19.1 (2010), 63–78 <https://doi.org/10.1080/14759390903579190>.

insight into the relationship between beliefs and practices of collaborative learning in higher education. We will use the term 'lecturer' to indicate teachers in higher education programmes. There are many definitions of collaborative learning, and researchers do not seem to agree on any one definition of this (Dillenbourg 1999). In this study, we define collaborative learning (based on the definition of Lethinen et al. n.d.) as: 'Collaborative learning refers to methods whereby students are encouraged or required to work together on learning tasks'.

B. Research Questions

1. How does the lecturer in higher education characterize collaborative learning in their educational practices?
2. How does the lecturer in higher education conceive collaborative learning in practice?

C. Research Objectives

1. To describe how the lecturer in higher education characterize collaborative learning in the educational practice.
2. To describe the lecturer in higher education conceive the collaborative learning in language teaching and learning.

D. Pedagogical Significances

1. Theoretical benefit

The researcher expects that the results of this research can provide additional knowledge to the reader regarding Collaborative Learning on Language Teaching especially on Listening and Speaking course.

2. Practical benefit

a. The English Teachers

The researcher expects that this result of the study might be useful to help the teacher to understand and to implement collaborative learning in language teaching.

b. The English Students

The researcher expects that the results of this research can provide a new atmosphere in learning in the classroom so that students will feel happy and not easily bored. Students are also motivated to explore their own creativity and insight.

c. The Writer

By implementing this Collaborative Learning on Language Teaching especially on Listening and Speaking course as the subject of the research, the researcher expects to gain valuable experience that can be applied in the world of education.

d. The other researcher

By doing this research, the researcher expects that this result can be reference to other researcher to do the new research in the future.

E. Limitation of the Research

Only one person in this study was involved. The participant is a lecturer of English education department at UIN Walisongo Semarang. The participant lectures for extensive speaking and listening course for second semester students of the class of 2022.

CHAPTER II

RELATED LITERATURE

This chapter discuss about the previous research and literature review about collaborative learning .

A. Previous Research

Research done by Nihat Salma, (2020) about *"Collaborative learning : An effective to promote language development"* that explain the benefits of using collaborative learning setting, in particularly on langauge learning development. The researcher explains the benefits of using collaborative learning espeacially on the development of language learning. The results show that collaborative learning is an effective approach to implement in educational settings owing to its advantages to enhance social interaction, student-centeredness and learner autonomy.[6] Language acquisition also benefits from the usage of collaborative learning. Communication skills are developed through interaction.

Research done by Ha Le, Jeroen Janssen and Theo Wubbels, (2018) about *"Collaborative learning practices : teacher and student perceived obstacles to effective student collaaboration"*. The

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[6] Nihat Salma, 'Collaborative Learning: An Effective Approach to Promote Language Development', *International Journal of Social Sciences & Educational Studies*, 7.2 (2020) <https://doi.org/10.23918/ijsses.v7i2p57>.

researcher interviewed 42 participants, 19 teachers and 23 students in different disciplines at a pre-service teacher education faculty at university in Vietnam. The results show the four common obstacles to collaboration :   students' lack of collaborative skills, free-riding, competence status and friendship.[7]

Research done by Yehudith Weinberger and Miri Shofeld, (2018) about *"Student's willingness to practice collaborative learning"* investigate how student teachers' persona characteristics, attitudes, knowledge, experience and skills for using collaborative learning influence their willingness to use this demanding pedagogy in their classes. The researcher distributed a questionnaire to 500 students (pre-service teachers from undergraduate programs and in-service teachers from graduate programs) of different departments at Israel college. Of these, a total of 305 responded. The results show that teacher education programs should include a study of theoretical and strategic aspects of collaborative learning, as well as active experience with this pedagogy. There was no difference in research variables based on gender, age and degree of respondents' willingness to integrate collaborative learning.

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[7] Ha Le, Jeroen Janssen, and Theo Wubbels, 'Collaborative Learning Practices: Teacher and Student Perceived Obstacles to Effective Student Collaboration', *Cambridge Journal of Education*, 48.1 (2018), 103–22 <https://doi.org/10.1080/0305764X.2016.1259389>.

Research done by Miranda Suzanna Angelique De Hei, Jan – Willem Strijbos, Ellen Sjoer and Wilfried Admiraal, (2014) about *"Collaborative learning in higher education : lecturers' practice and beliefs"* investigate how collaborative learning can contribute to student learning outcome and prepare them for teamwork. However, the design and implementation of collaborative learning in practice depend on beliefs of lecturers about teaching and learning in general, and collaborative learning in particular. One hundred and fifteen lecturers in higher education completed a survey on collaborative learning practices and beliefs. Additionally, 10 lecturers participated in a semi-structured interview. The results indicate that collaborative learning has a positive contribution on learning outcome and students' motivation. The results also show that collaborative learning is student-oriented rather than teacher-oriented. To enhance the benefit of collaborative learning, teachers need more support in the design and implementation of collaborative learning to translate knowledge about collaborative learning into effective ways.

A study done by Ilre Ruys, Hilde Van Keer and Antonia Aelterman, (2010) about *"Collaborative Learning in Preservice Teacher Education: An Exploratory Study on Related Conceptions, Self-Efficacy and Implementation"* that investigate the actual position of collaborative learning in teacher education. The participants of this study were One hundred and twenty teacher educators and 369 student teachers are surveyed on general educational beliefs, mental models

and conceptions related to CL. The researcher use two types of questionnaire : a paper and pencil version for teacher educators and an online version for student teachers. The results reveal that Collaborative learning is highly valued as a teaching strategy for primary school children; however, student teachers do not prefer to collaborate themselves during their learning.

A study done by Ditte Lockhorst, Wilfried Admiraal and Albert Pilot, (2010) about *"CSCL in Teacher Training : What Learning Tasks Lead To Collaboration?"* that investigate the relation of student learning, teacher learning, teacher practice and school culture with professional teacher communities. In this study, eight learning tasks of three initial teacher training programmes were investigated concerning the collaboration of 41 student teachers. The results indicate that the reflection-oriented tasks stimulated participation and in combination with task structure also interaction.

B. Literature Review

1. Teacher's Role in Collaborative Learning

The role of the teacher is understandably critical to the success of collaborative learning in the classroom (Cohen, 1994; Gillies &

Boyle, 2008; Slavin, 2010).[8] Teachers face several difficulties related to collaborative learning, both in terms of practice and mindset. Teachers are urged to use collaborative teaching strategies, models, and evaluation techniques (Sharan, 2010; Slavin, 2010). In order to improve students' accountability for their learning, they should feel at ease giving up a lot of control over the process. According to Shonfeld (2017) and Zygouris-Coe (2012), teachers may be reluctant to abandon tried-and-true methods of instruction in favor of an unknown new procedure. But they may design a setting that is conducive to execution if they have a thorough understanding of group dynamics. A significant amount of effort must be spent on developing the debate skills necessary for group work (Gillies, 2016; Sharan, 2014). Teachers must also promote leadership and active engagement, teach collaborative and communicative skills, and assist in problem-solving when conflicts emerge amongst group members (Salman, Najjar, and Zidan, 2012). Teachers must also be non-judgmental observers of group interaction. As a result, in addition to being an instructor, the teacher also serves as a moderator, counselor, and encourager (Shonfeld, 2017).

2. Educational Design Of Collaborative Learning

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[8] Yehudith Weinberger and Miri Shonfeld, 'Students' Willingness to Practice Collaborative Learning', *Teaching Education*, 31.2 (2020), 127–43 <https://doi.org/10.1080/10476210.2018.1508280>.

Collaborative learning offers students the opportunity to develop both cognitive skills, like analysing and problem-solving, and pro-social behaviour, like empathy and helping behaviour (Gilies, Ashman, and Terwel 2008).[9] However, learning does not always result from the usage of collaborative work in the classroom. For the design of collaborative learning, Kreijns, Kirschner, and Jochems (2003) identified two potential pitfalls: (a) lecturers frequently assume that participants will interact socially because the environment supports such interaction; and (b) lecturers frequently overlook the social (psychological) dimension of the desired social interaction, such as group cohesion, trust, respect, and belonging. Therefore, before assigning group projects, lecturers should create an environment that encourages successful interaction.

3. Collaborative Learning Practices

Teachers play an important role in collaborative learning, as they typically design and support collaborative learning activities (Oortwijn et al. 2008).[10] Although instructors believe that collaborative learning is vital, they nevertheless struggle with it Research Papers in Education 233. allowing interaction in their classes (Cohen 1994). Downloaded by [Archives & Bibliothèques de l'ULB]

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[9] De Hei and others.
[10] De Hei and others.

at 23:25 on February 4, 2015. Teachers frequently lack the following: (a) a clear idea of how to create effective groups; (b) a thorough understanding of the research and theoretical perspectives on collaborative learning; and (c) the ability to apply theoretical and empirical research to collaborative learning in real-world settings. According to Reid and Johnston (1999), lecturers believe that student engagement is a crucial component of effective teaching, but they also question their ability to foster student-student and student-student interaction. Even though Reid and Johnston claim that interaction takes precedence in modern educational theories, their research shows that students value interaction with teachers much more than they value engagement with their fellow classmates. According to a 2009 study by Koh et al., group project work has to be improved in many areas in order to maximize the benefits of collaborative learning. This study looked at how students and teachers perceived the success of group project work. They propose that in order to boost students' motivation for group project work, the perceived gap between teachers and students should be closed. Regarding the goals and requirements for collaborative learning, teachers and students should be in accord. Furthermore, they emphasize the necessity of "tailoring the nature of the project work tasks to the different ability of students" (346). Additionally, because they had to monitor too many groups at once, the teachers in their study indicated that the supervision quality was not optimal.

In addition, Panitz (n.d.) identified the following reasons which might explain why teachers perceive drawbacks to the application of collaborative learning in their classrooms: (a) a fear for loss of control when they would award their students more responsibility for their own learning process, (b) a lack of self-confidence resulting from problems they experienced with earlier use of collaborative learning, (c) a fear that the subject matter is not covered entirely, (d) unfamiliarity with assessment techniques of collaborative learning, (e) a reluctance due to students being unfamiliar with collaborative learning and (f) a lack of knowledge of methods for collaborative learning and classroom management. Lack of assessment knowledge frequently leads to the practice of group grades, which Kagan (1995) strongly criticizes because they are (a) unfair, (b) undermine collaborative learning by ignoring individual accountability (and thus inviting group members to free ride), and (c) demotivate students who frequently have no say in group constellation or they are grouped with students by chance (possibly with low achievers or students who have no devotion to the group). Recent study supports these findings regarding the disadvantages teachers believe the assessment of collaborative learning has. For instance, according to Strijbos (2011), there is no contemporary literature that addresses the assessment of collaborative learning as a complicated component of its design.

Similar to lecturers, students sometimes tend to object to collaborative learning and they need to be convinced about the

advantages.[11] They typically view collaborative learning as meaningful when (a) they can contribute in a valuable way to the group product, (b) they can see the similarities between their contribution and the final product, (c) their contribution is necessary for the group product and irreplaceable, and (d) the demands for contributing are not too high. Effective adoption in educational practices is unlikely to happen if lecturers and their students do not view collaborative learning as valuable or readily applicable.

4. Lecturers' Beliefs on Collaborative Learning

Some researchers found that lecturers' educational beliefs and personal theories of teaching and learning strongly influence their classroom practices (Cochran-Smith and Zeichner 2005; Evans and Kozhevnikova 2011; Richardson 1996). Hence, different beliefs are likely to lead to different teaching practices. The results of a study with 638 lecturers in higher education performed by Norton et al. (2005) indicate that the relationship between lecturers' beliefs and their teaching intentions were different in different academic and social contexts. They found that beliefs about teaching differed between men and women, and across different disciplines. They also found that intentions for particular teaching strategies differed across

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[11] De Hei and others.

institutions and levels of teaching experience.[12] A recent study by Donche and Van Petegem (2011) amongst teacher trainers confirmed that differences in beliefs regarding education and teaching practices could be explained by individual (e.g. extent of teaching experience) and contextual (e.g. student attitudes) factors. Finally, in their review, Wayne and Youngs (2003) found a positive effect of the level of teacher certification on learning gains in mathematics of high school studentsHence, different beliefs are likely to lead to different teaching practices. The results of a study with 638 lecturers in higher education performed by Norton et al. (2005) indicate that the relationship between lecturers' beliefs and their teaching intentions were different in different academic and social contexts. They found that beliefs about teaching differed between men and women, and across different disciplines. They also found that intentions for particular teaching strategies differed across institutions and levels of teaching experience. A recent study by Donche and Van Petegem (2011) amongst teacher trainers confirmed that differences in beliefs regarding education and teaching practices could be explained by individual (e.g. extent of teaching experience) and contextual (e.g. student attitudes) factors. Finally, in their review, Wayne and Youngs (2003) found a positive effect of the level of teacher certification on learning gains in mathematics of high school students.

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[12] De Hei and others.

CHAPTER III

RESEARCH METHODOLOGY

This chapter is divided into several sections which discuss about the research design, setting and participant of the research, methods of collecting data, the instrument and methods of analyzing data.

A. Research Design

The method of this research is qualitative research. The meaning of qualitative research is a type of research that generates inventions that cannot be obtained using statistical procedures or other means of measurement. Qualitative research generally is used for research on people's lives, history, behavior, organizational functionalization, social activities, etc. Qualitative research is an approach to the study of social phenomena; in various genres are naturalistic and interpretive, and they draw on multiple methods of inquiry. Some characteristics of qualitative research are: took place in the natural world, use multiple methods that are interactive and humanistic, it is emergent rather than prefigured and fundamentally interpretative (Marshall & Rossman, 1999). Most qualitative research is descriptive, that is to describe, uncover, and explain events, so that the data was collected in the form of words or images, and not emphasizing numbers. This data can come from interviews, field notes, photos,

videotapes, personal documents, notes or memos, and other official documents (Moloeng., 2015). This study used a descriptive approach because of data sources which are examined directly in the form of natural situation systems and researchers are instruments the key to analyze inductive data, which is to uncover specific and detailed relationships, with open questions (Sukmadinata, 2011). So in the descriptive approach that becomes the aim is to make descriptive, descriptive or painting systematic, factual and accurate about facts, traits, and relationships between the phenomena investigated (Nazir, 2014).

B. Setting and Participants of The Research

The study was conducted at an Initial Teacher Education, particularly at the English Education Department. One teacher educator of the English language education department, voluntarily recruited as a participant. She already conducted collaborative learning in Extensive Listening Speaking course.

C. Methods of Collecting Data

Technique of collecting data in this research used interview . The researcher will interview the teacher educator of listening and speaking study in the English department of UIN Walisongo

Semarang. In this research, the researcher will ask about the teacher educator's conception of Collaborative Learning and the implementation of Collaborative Learning in Language.

D. Instruments

The researcher provides a list of reflective questions dealing with the teacher educator's belief of collaborative learning and how to implement collaborative learning into language classroom practice. The Interview was conducted informally based on the provided time.

In order to collecting the data, there are some indicators that researcher used to decide the list of questions. The question indicators are :

1. How does the lecturer in higher education characterize collaborative learning in the educational practice?
   a. Level of lecturer's understaanding in collaborative learning
   b. Frequecy of collaborative learning usage
   c. The challenge of collaborative learning implementation
   d. Lecturer's perspective and lecturer's belief about collaborative learning

2. How does the lecturer in higher education conceive collaborative learning in the practice?
   a. Level of teacher involvement on collaboartive learning
   b. Lecturer's ability to manage the class
   c. Teaching strategies that promote collaborative learning
   d. Assessment from the lecturer on collaborative learning

E. Methods of Analyzing Data

The gathered data will be analyzed using qualitative data analysis. Qualitative analysis data is a systematic procedure for examining, evaluating, comprehending, and interpreting data produced through qualitative research. The aim of qualitative data analysis is to derive meaning from the information acquired and to generate insights that can strengthen our understanding of the subject under investigation.

According to Miles and Huberman, the data analysis will take some steps such as Data reduction, data display, Conclusion drawing and verification

1. Data Reduction

In this step, I focus, select, simplify, abstract and transform data from the results of field notes or written transcripts. Qualitative data could be reduced and transformed in a lot of ways; they were selection and summary or paraphrase.

F. Data Display

In this step, I developed and arranged information, descriptions to take conclusions and action. The display data which was used a narrative text and tables. The display was organized, compressed assembly of information that permits conclusion drawing and action. It was designed to assembly organized information into an

immediately accessible, compact form so that analyst can see what happening and either draw justified conclusions or move on the next step of analyst the display.

3. Conclusion drawing and verification

I attempted to take a conclusion and to do verification by looking for the meanings of every single phenomenon achieved. Conclusion was verified at the analyst process. Verification may be as brief as fleeting second thought crossing the analyst's mind during writing by checking back the notes. I reviewed among colleagues to developed inter subjective consensus, or with extensive efforts to replicate a finding in another data set.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discuss about results of the research such as the research findings and the discussions.

A. Research Findings

1. The Teacher in Higher Education Characterize the Collaborative Learning in Their Educational Practice

a. What does collaborative learning mean to you as the lecture of higher education?

Collaborative learning actively engages learners to analyze and synthesize information and material given. By using this technique students can work with their group (other students) to understand the material and concepts given to them.

b. How important do you believe collaborative learning activities as for student's development and learning? What benefits do you think collaborative learning activities offer to he students?

It is important for students as by listening to other points of view in a group, students can gain more complete understanding than they do it as individuals.

Some benefits that can be proposed are:

i. Making learning as an active process: since the students must convey their ideas, defend their thoughts to other students, and make others believe that their arguments is true,

ii. Stimulate critical thinking: students learn how to think critically and quickly as they absorb new information and adjust it with their thoughts. They also can give their arguments as a new idea to be introduced.

iii. Develop speaking and Listening skills: students are used to speak well in front of their group and organize their arguments into a good words. They also try to understand others' point of view by listening carefully..

iv. Making learning as a fun activities: by doing something together in a group, students can be more motivated since they have a friends to share. It is can be something fun as the collaborative learning have some various types so that students will not get bored by learning in a such monotonous way.

c. How often do you incorporate collaborative learning activities in your teaching? What challenge do you face on implementing collaborative learning activities?

I implemented collaborative learning almost in all meeting since I am teaching an extensive speaking and listening class which needs interactions between students so that my class will be running well. The activities depend on what material I delivered that day, sometimes it is as simple as "think pair share".

The challenge faced on implementing collaborative learning:

  i. Time consuming: Sometimes students have to move from their chairs and it makes them not comfortable. Further, students need a lot of time to discuss and sometimes it makes a lecturer didn't have a time to draw conclusion.

  ii. Miss understanding: Since we have some various activities to be implemented from meeting to meeting, as consequence we have to give any difference directions. It is a challenge for lecturer to make them understand what the activities should be.

d. What criteria do you use to select collaborative learning activities for your students? How do you characterize collaborative learning in your teaching?

The good collaborative learning activities is which simply implemented and engage all students to be participated.

Activities that can be implemented is in which it gives a time for individual to think it by themselves and give more time for them to share in a group. For example, think pair share, so here, students have a time to listen and think individually about certain object, after that they can share with a friend next to them before they share it in a group and finally in a whole class.

2. The teacher in higher education conceive the collaborative learning in their educational practice

a. How do you organize collaborative learning activities in your class?

   i. Presenting students with a problem

   ii. Providing some structure or guidance toward solving the problem. They are all student-centered activities in which the instructor may have a very minimal role.

   iii. Reaching a final outcome or solution

b. What strategies or technique do you use to ensure that collaborative learning effective for the students?

By giving them speaking test at the first meeting and final meeting and see the difference between them. Moreover, my students and I having a discussion regarding to what techniques that maybe give them more motivation and confidence to speak in front of the audience.

c. How do you assess students' learning outcome in collaborative learning activities?

By giving formative assessment. Students who involved in any discussion will be assessed at that moment, lecturer will look at the students one by one how well they give their ideas and arguments and how well they listen to their friends and understand the material being discussed.

B. Discussion

1. Findings Analysis

    a. Finding 1: Teachers in higher education characterize collaborative learning

    In the analysis of the research findings, teachers characterize collaborative learning as a learning technique that emphasizes on the dominant participation of students while the teacher's role is only as a facilitator. This learning technique allows students to have more interaction with their classmates so they can analyze and synthesize information together.Ishler, Johnson and Johnson (1998) state that collaborative learning refers to a teaching strategy in which pupils work actively and purposefully together in small groups, with the aim to enhance both their own and their mates' learning.

    The teacher considers it important to apply collaborative learning in extensive listening and speaking. In order to get a deep understanding, the students have to share their opinions with each other. Therefore, they have to speak to express their opinions and have to listen to get the information. In addition, collaborative learning has several benefits such as: making learning sessions as an active process, stimulating students' critical thinking capability, and developing students' speaking and listening skills. To implement collaborative learning in the course, teachers must be able to utilise the limited time to

ensure the effective learning. In addition, the instructor should also be able to give clear instructions on what they should do.

b. Finding 2 : Teachers in higher education conceive collaorative learning

In the analysis of the research findings it reveals how teachers in higher education conceive the implementation of collaborative learning. The teacher introduces a problem to the students and asks them to discuss it. They have to figure out the reasons why the problems exist and the answers for the problem. Then, the teacher will divide the students into small groups. The students will have a discussion with their group mates while the teacher will ensure that the discussion can run well. The teacher can move around to observe the progress of the discussion while providing assistance if needed. After the discussion is finished, each group will present their discussion outcomes. When a group presents their opinions, other group members will provide feedback. At the end of the learning process, the teacher will provide evaluation and feedback. To ensure the effectiveness of collaborative learning, the teacher conducts tests at the beginning and at the end of learning to see if there is a difference between before and after collaborative learning is applied. In addition, the teacher also invites students to discuss what techniques can make students more motivated and confident in the extensive listening and speaking course.In terms of

assessment, the teacher uses a formative test. The teacher will observe how the students convey their opinions. In addition, the teacher will also assess how well students listen to their friends when they convey their opinions.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contains the conclusions of the research and the suggestions for the next research.

A. Conclusion

Conclusion of this qualitative research case study aimed to investigate how a lecturer in higher education characterizes and conceives collaborative learning in the educational practice especially in extensive listening and speaking courses .Through an interview, several findings emerged. First, the participant as a lecturer in higher education argues that collaborative learning is a learning strategy that emphasizes the dominant participation of the students in the learning process, besides the teacher as a facilitator. Second, the way of the lecturer to conceive collaborative learning in the course providing some problems to the students, asking the students to discuss the reason for the problems and the solutions of the problems with other students in a small group. Then, they have to present the results of the discussion to others.

The contribution of this article in the field collaborative learning is giving additional information about the characterization and the

implementation of collaborative learning. The limitation of this study is the fact that it was carried out by only one lecturer in higher education.

B. Suggestion

As for recommendations for additional research, it would be advantageous to carry out a larger-scale study including numerous lecturers in higher education to acquire a more thorough grasp of how collaborative learning is described and applied.

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