

CHAPTER I

INTRODUCTION

Chapter 1 consists of background of the study, identification of the problem, limitation of the problem, formulation of the problem, objectives of the study, and significance of the study.

1.1 Background of the Problem

Collaborative learning is one of concept in education to make student and student or student and teacher learn together. According to Colbeck as cited by Maesin (2009) , collaborative learning is defined as classroom learning techniques which require students to work together in groups or pairs in learning task (Colbeck et al. 2000). It means that in collaborative learning task must ensure that every group member has learnt something. Every group member will learn their assigned concept and they will have responsible for explaining their material to the other members. The students work together to finish a project in a small group. So, it indicates that collaborative learning requires elements of positive interdependence, individual accountability, face-to-face promotive interaction, collaborative skills and group processing. The student and the other students should unite in one group and make a good interaction for sharing their knowledge. The students work in groups through mutual interaction to achieve common learning goals.

In some features, collaborative approach has positively affected students learning. According to Vygotsky as cited by Dooly (2008), students can perform at higher intellectual levels in collaborative circumstances than when working individually.

However, some issues happened in SMP 4 PAKEM about the collaborative learning as one of the techniques that the teachers used to teach the student in classroom. The problem started when the content of those material were vary. In text book, each chapter consisted of different material and instruction. Even there were differences among the material, teacher always used them in order to support the application of collaborative learning. The students often assigned to do a group discussion based on the English material. Thus in this case, the researcher attempted to analyze the collaborative learning in teaching material. The researcher intended to know whether the existing material has already upheld a collaborative learning or not.

Beside that in SMP 4 PAKEM, the teaching material only focused on two text books, the first textbook is English ring a bells then the second texbook is English in focus. The teacher optimized the use of the teaching material and to make the student engage in activity for supporting the application of collaborative learning.

1.2 Identification of the Problem

Related to the background of problem, the researcher identified the problem found at SMP 4 PAKEM which was about the use of collaborative learning method. Collaborative learning is a new method in Indonesia. One of the potential ways to introduce the new method was to integrate the method into the teaching material.

In SMP 4 PAKEM, the teacher used textbook and worksheet to teach the student in a process of learning. There were many explanation of the material and exercises that contained in textbook and worksheet. The problems here was to analyse and to ensure that collaborative learning had been integrated with the material or not.

1.2.1 Limitation of the Problem

The descriptive quantitative study of collaborative learning integration focused on eight grade material at SMP 4 PAKEM. The material consisted of text book and worksheet.

1.3 Formulation of the Problem

The problem of this research could be formulated as follow:

“What are collaborative learning components in English material of Eight grade students at SMP N 4 Pakem?”

1.4 Objectives of the Research

The aim of this research was to identify that the collaborative learning has been integrated with the teaching material for eight grade students in SMP N 4 PAKEM.

1.5 Significance of the Research

Writers and researchers of pedagogical settings have proven that collaborative learning method enables the user to share knowledge through the classroom activities. Therefore, the results of this research were to give contribution to the branch of collaborative learning both theoretically and practically. Theoretically, the result of this study could contribute to language theory of collaborative

Learning especially for classroom implementation. The findings of this study would show how teaching material contributed to collaborative learning in Indonesia classroom context. In practical side, the outcome of this study was beneficial for other researchers, teachers, students and higher educational institution.

For English teacher, the researcher hope that the result of this research inspired English teacher to create teaching material based on the characteristic of collaborative learning.

For students, the outcome of this study gave valuable knowledge for them. The students knew the expected behaviour when they learned together in a group.

Not only got the knowledge, the students also knew how to create an effective collaboration with other students.

For other research, hopefully this study could be a motivation to develop the method that related to the material of collaborative learning and other teaching materials for students.

At the end, the result of this study could be used by higher educational institution to promote collaborative learning approach. Hopefully, by endorsing collaborative learning, it created an opportunity to modify teaching material which focused more on collaborative learning.

