

THE EFFECT OF COLLABORATIVE LEARNING ON STUDENTS' ACTIVENESS AND ABILITY IMPROVEMENT IN ENGLISH LEARNING

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Abstract

Student activeness in learning English needs to be improved. This is because English is one of the things students need in education and everyday life. However, many students are not focused, do not play an active role, and find it difficult to understand the material. One of these conditions occurs because the teacher still uses conventional methods and does not involve students in the learning process, so students are also not encouraged to develop. This classroom action research aimed to discover the application of the collaborative learning model to increase students' activeness and abilities in the English subject Simple Past Tense (Basic Competency 3.10 and 4.10) class VIII. The research results show

collaborative learning can improve students' activity and learning outcomes. These results are proven by the increase in learning outcomes in each cycle that is carried out until it reaches 100% completeness in the second cycle, and all students exceed the KKM (70) in cycle 3 with a class average of 87.

Keywords

Collaborative Learning, English Learning, Student activeness

Introduction

The level of students' understanding of the material taught at school depends on several factors. These factors include the readiness of educators, students, curriculum, facilities, and infrastructure (Susanti et al., 2017). This aspect is found in every implementation of the learning process. The aim is to achieve educational goals more optimally.

Educators must pay attention to the learning methods used by adjusting the learning outcomes for each material (Marhamah et al., 2017). That is why there are developments in learning methods adapted to students' needs and the development of themselves all the time (Mahsus & Latipah, 2021). Not only regarding theoretical capacity, but students also need to be taught to increase their social capacity by working together to solve problems.

Learning activities need to pay attention to the balance of attitudes, knowledge, and skills achieved by students (Fakhrurozi & Adrian, 2020). This becomes the focus because each learned competency will be implemented daily. When students are ready to enter society, they can make maximum contributions because they have sufficient attitudes, knowledge, and skills.

These competencies were obtained from a long process and varied study focus. The focus of the study is the subjects taught at school. At each level in school, there are mandatory subjects taught. One of the compulsory subjects is English. Learning English is a complex learning. This is because learning English, like other languages, has four aspects students must master. These four aspects include four language skills, namely listening, speaking, reading, and writing (Susini, 2020).

In practice, English language learning in class VIII MTs N 1 Pati for simple past tense material has not been able to run optimally. Learning achievement indicators have not been fully achieved. Students still have difficulty understanding the concept and preparation of simple past tense sentences. Motivation factors and student interest are lacking, especially if students do not see the relevance or importance of learning English. Students are not enthusiastic because they do not yet realize the relationship between learning English and their daily lives. If they do not see the value or benefit in learning English, they do not take the learning seriously. In addition, when students face difficulties understanding the material or achieving the targets set, it can reduce their motivation to learn. Therefore, learning approaches, methods, and models are needed to encourage students to follow English language learning, especially simple past tense.

Collaborative learning is when two or more students learn about something together (Febriani & Al Ghozali, 2020). This learning emphasizes student interaction in the classroom. This is because the basis of the collaborative method is an interactional theory, which views learning activities as a process of building meaning through social interaction. According to Mega Sari et al. (2018), collaborative learning makes students the center of learning by emphasizing cooperation and exchanging information through

small groups. The aim is to maximize student involvement in the classroom.

The collaborative method in the learning process focuses more on the development carried out by students. Therefore, teachers must give them ample space to be creative, discuss, and provide feedback to each other. Various things that can be done in implementing collaborative learning are:

- 1) Teachers can form small groups so students can discuss material.
- 2) The teacher can ask groups to come to the front of the class to present the material.
- 3) The teacher can give questions that each group must answer. Teachers can also create quizzes that are contested between groups.
- 4) Teachers can ask students in groups to create questions and give each other questions and evaluations.
- 5) Teachers can ask students to implement the material into exercises, for example, by making ten simple past tense formula sentences.

The study conducted by Winata (2020) is relevant to the research conducted. The research concerns implementing a collaborative learning model to familiarize students with changing times. This research concluded that collaborative learning is vital because it can enable students to think critically and work together to achieve common goals. A study by Febriani Al Ghozali (2020) shows that collaborative learning can improve students' responsible attitudes and achievements, so it must be applied to the learning process. A study by Purwati and Erawati (2021) revealed that collaborative learning creates a conducive learning atmosphere and encourages students to interact with each other.

Research on collaborative learning has also been conducted by Widodo et al. (2019). In this research, collaborative learning was used to increase student enthusiasm in class, one of which was to minimize boredom with group activities. Apart from that, collaborative learning is learning that emphasizes communication. Things that need to be emphasized in collaborative learning based on a study conducted by Dewi, N. K., N. et al. (2020) are communication patterns that are mutually honed to build critical thinking patterns and gain knowledge.

Based on previous studies and the problems of learning English with Simple Past Tense material in class VIII MTs N 1 Pati, classroom action research needs to be carried out. The model chosen is a collaborative learning model learning to teach KD 3.10 and 4.10 English for class VIII.

Method

This research is called "Classroom Action Research," or PTK, carried out in the teaching and learning process. In this PTK, the teacher becomes the researcher. The model used is the Kemmis and Mc model. Taggart is a spiral reflection system consisting of four components: planning, action, observation, and reflection. This classroom action research was conducted at MTs N 1 Pati in class VIII from March to May 2022.

This research will be carried out in several cycles, which will be stopped when the expected results are achieved. This study subjected the research subjects to a pre-cycle and planned two cycles. Research on this design was carried out in one class. The steps for each cycle are planning (preparing learning and research instruments), action, observation, and reflection. This step is repeated in each cycle. If the indicators of success have not been achieved, improvements are made to the learning process in the

following cycle. It is planned that this research will be carried out in three cycles.

In cycle 1, learning was carried out in two meetings. The first meeting was for implementing collaborative learning, and the second was for the assessment and evaluation process. The processes carried out during learning will determine student learning outcomes. Deficiencies in cycle 1 are noted for improvement in cycle 2.

In cycle 2, learning was also carried out in two meetings, like cycle 1, with improvements based on notes in cycle 1. In cycle 3, learning was also carried out in two meetings, like cycles 1 and 2, with improvements based on notes in cycle 2.

Test and non-test techniques were used in this research. Test techniques are used to measure students' abilities. Non-test techniques are used to determine students' attitudes and motivation during learning. Non-test techniques are carried out using observation, student journals, and interviews. Data collection in this PTK was carried out using research instruments consisting of observation sheets, including teacher activity observation sheets and student activity observation sheets in the learning process, attitude rubric questionnaires in the ongoing learning process, interview sheets, test questions, and assessment sheets for student learning outcomes. Then, the data analysis at this PTK went through data reduction, data presentation, and conclusion. Data analysis was carried out using descriptive analysis techniques, quantitative data obtained from the results of the final tests in each cycle, and qualitative data obtained from observations regarding teacher and student activities. This Classroom Action Research is declared successful if 1) the learning of English subjects is implemented using collaborative methods, and learning in each

cycle is carried out with a minimum of good predicate. 2) student learning outcomes in the English subject in each cycle have increased; all students achieved a score above the KKM (70), and 3) the class average increased to 80.

Result and Discussion

1. Description of Initial Conditions

This Classroom Action Research was carried out three cycles from March to May 2022. This research was conducted at VIII MTs Negeri 1 Pati. The total number of students in class IX J is as many as 23 students. Student learning outcomes in learning English with simple past tense material, seen from the pre-cycle scores on March 27, 2022, are still relatively low. Initial conditions for subject learning outcomes English for class VIII students at MTs N 1 Pati, if the percentage is based on the complete and incomplete categories, it can be seen in the following table:

Table 1. Student Learning Outcome Values for Initial Conditions

No	Value Category	Pre Cycle
1	Average value	55.65
2	The highest score	80
3	Lowest Value	30
4	Number of students who completed	7
5	Percentage of students Complete	30 %
6	Number of students who have not yet completed	16
7	The percentage of students who have not completed	70 %
8	The number of students exceeds the KKM	5
9	Percentage of students exceeding the KKM	22 %
10	Number of students according to KKM	2
11	Percentage of students according to KKM	8 %

- 1) Percentage incomplete $:\frac{16}{23} \times 100 = 70 \%$
- 2) Percentage completed $:\frac{7}{23} \times 100 = 30 \%$
- 3) Percentage exceeding KKM $:\frac{5}{23} \times 100 = 22 \%$
- 4) Percentage according to KKM $:\frac{2}{23} \times 100 = 8 \%$

In this initial condition, it can be seen that the average value of learning outcomes for class VIII MTsN 1 Pati students is 55.65. The highest value is 80, while the lowest value is 30. The number of students who have not yet completed is 16 students or 70%, and students who have completed there are 7 students or 30%. Students whose scores exceed the KKM are 5 or 22%, and those who have not met the KKM are 2 or 8%.

2. Implementation of Learning with the Collaborative Learning Model

Collaborative learning process Learning is carried out three times in cycles after the pre-cycle is carried out. In one cycle, learning is carried out in two meetings. The first meeting was for implementing collaborative learning, and the second was for the assessment and evaluation process. The processes carried out during learning will determine student learning outcomes. Through planned learning, students are encouraged to work together, discuss, and provide input or feedback to each other in each learning process to achieve maximum understanding.

The stages in the learning process with collaborative learning have generally been implemented well. However, from the three cycles, the teacher needs to increase the variety of topics presented in the simple past tense material that students discuss. The results of the implementation of cycle 1 can be seen as follows:

a) Cycle 1

Cycle 1 was held on April 1 and 3, 2022. The comparison of student learning outcomes between pre-cycle and cycle 1 has improved quite well. However, if we look at the percentage of learning outcomes in cycle 1, it has not met the indicators of learning success or can be said to have not reached the target. This is because there are still students whose scores are below the KKM, and the average score is below 80. This comparison can be seen in the following table:

Table 2. Student Learning Outcome Values for initial conditions and cycle 1

No	Value Category	Initial Conditions	Cycle 1
1	Average Value	55.65	73,91
2	The highest score	80	90
3	Lowest Value	30	60
4	Number of students who completed	7	21
5	Percentage of students who complete	30 %	91 %
6	Number of students who have not yet completed	16	2
7	The percentage of students who have not completed	70 %	9 %
8	Number of students who exceed the KKM	5	10
9	Percentage of students exceeding the KKM	22 %	43 %
10	The number of students, according to the KKM	2	11
11	Percentage of students according to KKM	8 %	48 %

The learning outcomes data in the table above shows that the collaborative learning model can improve student learning outcomes. There are indicators of success that have been met, namely minimum completeness that has exceeded the target (at least 75% of students have completed the KKM). However, an

indicator of success has not been exceeded, namely a minimum of 75% of students exceeding the KKM. From the initial conditions to cycle 1, the average student score increased from 55.65 to 73.91. The student's highest score also increased from 80 to 90, and the student's lowest score from 30 to 60. The number of students who completed the initial conditions to cycle 1 also increased, namely from 7 students or 30% to 21 students or 91%, while the number of students who did not complete decreased from 16 students or 70% to 2 students or 9%. The English subject's Minimum Completeness Criteria (KKM) is simple past tense material (70). The learning outcomes of students whose scores exceed the KKM have also increased, from 5 or 22% to 10 or 43%. Meanwhile, students whose scores were the same as the KKM increased from 2 students or 8% to 11 students or 48% of the total number of students.

In this cycle, the teacher carried out every step in the collaborative learning model as planned. Based on the results of observations, the implementation of learning in cycle 1 can be said to be going well. However, several things need to be improved to achieve maximum indicators. One thing that must be considered, for example, is teacher assistance during group activities to monitor the collaborative process between students. Apart from that, the approach taken must also maintain student focus during learning.

The deficiencies found after the reflective discussion then need to be corrected, namely the steps that need to be optimized again by the teacher, the supervision and assistance carried out by the teacher must be maximized, and student activity that is still lacking during the question-and-answer process for each group.

The data analysis and observation results above show that student learning outcomes in cycle 1 are much better than pre-cycle conditions. These results show that teachers must be more optimal

in learning by making the necessary improvements. Because the results of cycle 1 have not achieved the success indicators that have been targeted, the PTK cycle is continued in cycle 2.

b) Cycle 2

Cycle 2 will be held on April 8 and 10, 2022. There is quite a significant increase based on data and analysis of learning outcomes in pre-cycle, cycle 1, and cycle 2. The percentage of student learning outcomes in cycle 2 has met performance indicators and exceeded previously set targets. The data presented shows that the learning carried out by teachers impacts improving student learning outcomes. The table and graph below show the improvements in question:

Table 3 . Student Learning Outcome Values for initial conditions, cycle 1 and cycle 2

No	Value Category	Initial Conditions	Cycle 1	Cycle 2
1	Average Value	55.65	73,91	85.21
2	The highest score	80	90	100
3	Lowest Value	30	60	70
4	Number of students who completed	7	21	23
5	Percentage of students who complete	30 %	91 %	100 %
6	Number of students who have not yet completed	16	2	-
7	The percentage of students who have not completed	70 %	9 %	-
8	Number of students who exceed the KKM	5	10	19
9	Percentage of students exceeding the KKM	22 %	43 %	82 %

10	The number of students, according to the KKM	2	11	4
11	Percentage of students according to KKM	8 %	48 %	18 %

The table above shows that after taking action, the learning outcomes of class VIII students at MTs N 1 Pati have increased. The data from the learning process above show a change in the increase in student learning outcomes from cycle 1 to cycle 2. The average value of the students experienced a change, namely, an increase from 73.91 to 85.21. The highest student score also increased from 90. to 100, and the student's lowest score from 60 to 70. In this case, there is also an increase in the completeness value from cycle 1 to cycle 2, which is 100%. Students whose scores exceeded the KKM also experienced an increase, namely from 10 students or 43 % to 19 students or 82%. Meanwhile, there were 4 students with the same score as the KKM, or 18%.

The quality of learning increases because the teacher implements the improvements suggested in cycle 1 reflection so that the learning process is carried out optimally so that students can understand the lesson material well. So, from this, it can be concluded that the teacher's learning process will impact improving student learning outcomes.

c) Cycle 3

Cycle 3 will be held on 8 and 13 May 2022. There is quite a significant increase based on data and analysis of learning outcomes in pre-cycle, cycle 1, cycle 2, and cycle 3. The percentage of student learning outcomes in cycle 3 has met each performance indicator and exceeded the targets previously set. The data presented shows that the learning carried out by teachers impacts improving student learning outcomes. The table and graph below show the improvements in question:

Table 4. Student Learning Outcome Values for initial conditions, cycle 1, cycle 2, and Cycle 3

No	Value Category	Initial Conditions	Cycle 1	Cycle 2	Cycle 3
1	Average Value	55.65	73,91	85.21	87.82
2	The highest score	80	90	100	100
3	Lowest Value	30	60	70	80
4	Number of students who completed	7	21	23	23
5	Percentage of students who complete	30 %	91 %	100 %	100%
6	Number of students who have not yet completed	16	2	-	-
7	The percentage of students who have not completed	70 %	9 %	-	-
8	Number of students who exceed the KKM	5	10	19	23
9	Percentage of students exceeding the KKM	22 %	43 %	82 %	100%
10	The number of students, according to the KKM	2	11	4	-
11	Percentage of students according to KKM	8 %	48 %	18 %	-

In the table above, it can be identified that in the implementation of cycle 3, all the criteria targeted at PTK have been fulfilled. Therefore, PTK was declared successful, and the cycle was stopped.

The results of data analysis show that learning using the collaborative learning model carried out in cycle 2 was much better than cycle 1. The average score increased compared to cycle 1; no students scored below the KKM. This shows that the learning process in the cycle 2 categories is very good. The improvements made by teachers in implementing cycle 2 are directly proportional to student learning outcomes and have achieved targets. The target is 100% student completion, and the student average exceeds 80 or 85.21.

The results obtained by researchers are relevant to the results obtained in previous studies. Research by Fitriasari et al. (2020) regarding online-based collaborative learning shows that collaborative learning is a learning model that is quite effective for learning, and the aim is to improve learning outcomes by maximizing student involvement. The results are relevant to the research, namely that collaborative learning increases students' motivation and learning outcomes.

The study conducted by Ratnaningsih and Septiana (2019) regarding collaborative language learning had results that were relevant to the research conducted. The results of this study are that through collaborative learning, students become more active in class and have space to express opinions. This makes student learning outcomes also increase. This conclusion is in accordance with the research results conducted by researchers at MTs N 1 Pati.

Previous studies conducted by Kusumastuti et al. (2012) have relevance to the research conducted. Physics learning targeting junior high school students, which is carried out using a collaborative learning model, makes students more active in attending class. It is easier for teachers to supervise, and students

can work together to solve a problem. Students also have wider opportunities to think critically and creatively during learning. This is in accordance with the research results that show that collaborative learning makes students have a greater interest in participating in learning, as evidenced by the increase in student learning outcomes.

Research by Utami et al. (2019) shows that the collaborative learning model is applied to increase student enthusiasm and improve learning outcomes. This is in accordance with the results of observations and evaluations carried out by researchers in this study. In each cycle, student learning outcomes increase and exceed minimum completeness.

Apart from that, a study conducted by Zainuddin (2017) also showed results similar to those of the research conducted. PTK c, carried out by implementing a collaborative learning model, has been proven to increase student involvement and improve social skills and learning achievement. This is in accordance with the results obtained in the research conducted.

Conclusion

Learning with a collaborative model learning in English subjects using simple past tense material can improve the learning outcomes of class VIII students at MTs N 1 Pati. The stages carried out during learning are: 1) preparation of learning materials and media. 2) group division and assignments for each group, 3) group discussion session, 4) group presentation session, 5) quiz session after each group's presentation, 5) Exercises to make past tense sentences. Learning from cycle 1 to cycle an2 and then cycle 3 is improved, increasing the average value of each cycle.

The percentage of students who have not completed it decreases from pre-cycle to cycle 1. Student completion in cycle 1 reached

91%. Then, student completion in cycle 2 reached 100%. In cycle 3, the learning outcomes of all students exceeded the KKM with an average of 87 and 100% completeness. The indicators for the success of this PTK are that the PTK is said to be successful if the learning process in each cycle is on average good, the percentage of students with complete learning outcomes reaches 100%, and students who get a score that exceeds the KKM is 100%, so the PTK has been successful.

The research results from the previous description show that the English teaching and learning process contains simple past tense material for KD 3.10 and KD. 4.10 is more effective and provides optimal results for students, so it is recommended that teachers carry out thorough preparation and optimal assistance in implementing group learning. This preparation includes learning media, evaluation tools, and stages so students can easily understand their learning. It is also recommended to collaborate integrated into the English learning curriculum. These projects can encourage cooperation between students in solving problems, analyzing texts, or creating creative works, especially in English language learning. Then, for supervision, the teacher needs to play an active role in monitoring and assisting the activities of each group so that each group can discuss optimally how to solve problems.

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