

**. THE IMPLEMENTATION OF COLLABORATIVE LEARNING MODELS IN
THE TEACHING METHOD SUBJECT FOR ENGLISH LITERATURE
STUDENTS OF UMN AL-WASHLIYAH MEDAN**

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Abstract

This research examined the application of the collaborative learning model in the teaching method subject for English literature students of UMN-AW Medan. The teaching method subject was one of the subjects that were considered confusing for English literature students of UMN-AW Medan. Students found it difficult to remember and understand every topic of discussion given in the lecture. This was due to the fact that there were so many materials presented in the teaching method lecture, namely about the types of English teaching methods both classical and modern. Students needed an appropriate learning model. The learning model was a collaborative learning model. The objective of the research was to foster the attitude and ability to work together in groups to achieve learning goals. Collaborative learning models could build knowledge through dialogue, share information with fellow students and lecturers so that students could increase self-confidence in the lecture process. Student self-confidence was needed in teaching method lectures considering that students were expected to be able to practice teaching with various methods that had been taught.

Keywords: *Learning Model, Collaborative, Teaching method*

Abstrak

Penelitian ini mengkaji penerapan model pembelajaran kolaboratif dalam matakuliah teaching method bagi mahasiswa sastra Inggris UMN-AW Medan. Matakuliah teaching method merupakan salah satu matakuliah yang dianggap membingungkan bagi mahasiswa sastra Inggris UMN-AW Medan. Mahasiswa susah untuk mengingat dan memahami setiap topik pembahasan yang diberikan dalam perkuliahan tersebut. Hal ini disebabkan materi yang disampaikan dalam perkuliahan teaching method begitu banyak yaitu tentang jenis-jenis metode pengajaran bahasa Inggris baik klasik maupun modern. Mahasiswa membutuhkan model pembelajaran yang tepat agar mereka mampu mengingat dan memahami setiap materi yang disampaikan yakni model pembelajaran kolaboratif. Model ini bertujuan untuk menumbuhkan sikap dan kemampuan bekerja sama dalam kelompok guna mencapai tujuan pembelajaran. Model pembelajaran kolaboratif dapat membangun pengetahuan melalui dialog, saling berbagi informasi dengan sesama mahasiswa dan dosen sehingga mahasiswa mampu meningkatkan kepercayaan diri dalam proses perkuliahan. Kepercayaan diri mahasiswa sangat dibutuhkan dalam perkuliahan teaching method.

Kata Kunci: *Model Pembelajaran, Kolaboratif, Teaching Method*

1. INTRODUCTION

Education is a process of learning experience that occurs in an individual environment and lasts throughout time. On basically education is a process of interaction between educators and students in an effort to help students achieve educational goals. Educators must change their roles, no longer as holders of the highest scientific and indoctrinal authority, but to become facilitators who guide students towards the formation of knowledge by themselves. Such learning paradigm must immediately be changed to a learning paradigm that is oriented towards collaborative learning (Sumardi, 2003). Through this new paradigm, it is hoped that in the class students will be active in learning, active in discussions, have the courage to convey ideas and accept ideas from others, and have high self-confidence. One of the problems faced in the world of education in Indonesia today is the lack of an appropriate learning model.

The learning model that is deemed appropriate in teaching the teaching method for students of English literature is a collaborative learning model. Collaborative learning includes a learner-centered learning model (active learning) which is one of the best ways to improve and achieve a more active learning process with one group. This model combines two or more abilities, skills, and strengths that each student has to complement each other, each group consisting of students who have different levels of intelligence. This activity is carried out in order to create synergy between fellow students. Collaborative learning model is learning that can increase the activeness of students in the learning process including teaching method learning which requires teaching practice by students with various methods that have been taught. The description above has inspired the implementation of a study entitled "The Implementation of Collaborative Learning Models in Teaching Method Subject for English Literature Students of UMN-AW Medan".

This research objectives are to determine the meaning of collaborative learning models, the implementation of the collaborative learning model to teach the teaching method subject for English literature students of UMN-AW Medan and difficulties faced by students of English literature UMN-AW Medan in teaching method subject.

2. METHODOLOGY

This research uses a case study approach. This research seeks to explain and try to describe and study the application of collaborative learning models in teaching the

teaching method for English literature students of UMN-AW Medan. Stake (2006) describes a case study as a research method that has an important purpose in researching and uncovering the uniqueness and peculiarities of the characteristics contained in the cases under study, where these cases are the reason why the research was conducted. In addition, according to Aziz S.R (2003), a case study is a research method regarding individuals, institutions, or certain social units within a specified period of time and in the form of phenomena that exist and occur real in the context of life. This opinion is generally carried out with the main objective, namely to describe systematically the facts and characteristics of the object and subject under investigation. If compared to empirical studies, case studies have their own differences. Empirical studies only look at the phenomena that actually occur. Case studies pay more attention to other aspects such as groups that are relevant to related individuals and have interactions with each other. So it can be seen that case studies look at and investigate empirical phenomena more deeply in order to understand their context and phenomenon. That way we can find out how strong the relationship between the case and the phenomenon being studied is. A case study is a research methodology using one or more cases to prove a theory that occurs in real life. Case studies are able to study and differentiate between phenomena and contexts so as to deepen knowledge. Therefore, case studies are needed, especially in this study, because they are able to explain the use of theory factually. In this study, researchers assume that case studies can create a deep understanding of the object or phenomenon under study. However, its use requires special attention so that it does not make the research more confused and enables the researcher to deepen the explanation of the phenomenon under study.

3. FINDINGS AND DISCUSSIONS

According to Adi (2004: 70) data to answer research problems can be done by means of observation, namely observing the symptoms under study. In this case the five human senses (sight and hearing) are needed to capture the observed symptoms, what is captured, recorded and then analyzed. In its implementation, the collaborative learning model has several stages of activity. Based on the observations made on the teaching method of teaching method students of English literature UMN-AW Medan, a collaborative learning model has. The 6 main steps described by Joyce & Weil (1996) are:

- 1) Delivering goals and motivating students;

- 2) Presentation of information in the form of demonstrations or through reading materials;
- 3) Organizing students into study groups;
- 4) Guiding group work and study;
- 5) Assessment of what has been studied so that each group presents their work;
- 6) Give awards both in groups and individually.

From the various models developed, it can be seen that the main objective of the learning model is to train and provide experiences on how to maintain the work of the same. From this collaborative learning model, it is expected that students will be able to do it all.

According to Riduwan (2008: 74), interviews are a way of collecting data that is used to obtain information directly from the source. Interviews were conducted with the lecturers concerned. And based on interviews that have been conducted with lecturers teaching the teaching method course for English literature students of UMN-AW Medan, the following results were obtained:

"In implementing a collaborative work model, we make students as learners share the responsibilities described and agreed upon by each member. The agreement includes (1) the ability to attend, readiness and on time to fulfill teamwork, (2) discussions and disagreements focus on problems that are solved by avoiding personal criticism, and (3) there is responsibility for assignments and completing them on time. Learners may carry out tasks, according to their own experience even though they have little experience compared to other members which is important to think clearly / well according to their capabilities. In addition, we try to provide motivation and understanding of things to avoid in the collaborative learning model. The roles that must be avoided by learners are (1) free-rider, that is, letting their friends do team tasks, without trying to contribute to the collaboration process, (2) sucker, which is not taking part in contributing because they are not willing to share the knowledge they have, (3) dominates, namely mastering the process of completing the task, so that the contribution of other team members is not optimal, (4) ganging up on task, which tends to avoid tasks and show little effort to complete them. There are a number of factors that need to be considered in collaborative learning patterns, namely the role of learners and the role of learners (Panitz, 1996). The role of learners who must developed are (1) directing, namely compiling plans to be implemented and proposing alternative

solutions to the problems faced, (2) explaining, namely providing explanations or conclusions to other group members, (3) asking, namely asking questions to collecting information that you want to know, (4) criticizing, namely submitting rebuttals and questioning the reasons for the proposals / opinions / statements submitted, (5) summarizing, namely making conclusions from the results of the discussions or explanations given, (6) taking notes, namely making notes about everything that happened and obtained by the group, and (7) mediating, namely reducing conflicts and trying to minimize tensions that occur between members group. Therefore, in collaborative learning, the lecturer no longer gives lectures in front of the class, but can act like (1) a facilitator, by providing facilities that facilitate the learning process; regulate the physical environment, provide or indicate sources of information, create a conducive climate that can encourage learners to have certain attitudes and behavior, and design assignments; (2) a model, actively trying to be an example in carrying out effective learning activities, such as exemplifying the use of learning strategies or how to express thoughts verbally (think aloud) which can help the process of knowledge construction; (3) coach (coach), provides instructions, feedback, and direction of learning efforts of learners. (Hill, Susan & Hill, Tim. 1993). " Apart from the lecturers who taught the teaching method course, interviews were also conducted with English literature students of UMN-AW Medan. Because there were several factors that did not support the implementation of the interview, students expressed their opinions about the application of the collaborative learning model on a sheet of paper in groups

4. CONCLUSIONS

So far, the learning process in Higher Education (PT) has not been optimal. The cause of not optimal learning activities is due to 3 things, namely (1) students are less able to carry out the learning process in accordance with the demands of developments in the field of learning technology, (2) learners mistakenly view the learning process, and (3) learners use learning concepts that are not relevant to the development of learning technology. In delivering lecture material that is adjusted to the learning reference unit, it often gets obstacles. Therefore, creativity is needed in applying a good learning model. The learning model used is to generate students' basic knowledge related to the title of the material and the limitations in accordance with the material. Furthermore, the learning model designed is a

collaborative learning model. Thus the application of the learning model collaborative work was deemed appropriate for teaching the teaching method course for English literature students of UMN-AW Medan. English lecturers are advised to use a collaborative learning model so that students can be more creative in learning activities, especially in teaching the teaching method course. They will find it easier to absorb any material taught. Meanwhile, students should maximize their creativity in learning activities. This research can be a reference for further research on English learning models with different situations or conditions.

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