

Comparative Study: Learner's EFL Mastery through the Collaborative Learning

Method

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Abstract

Collaborative learning means instructional arrangement involves two or more learners working together on a share learning goals. Learners are encouraged to ask question, give elaborated explanations, exchange arguments, formulated new ideas and problem solution during teaching and learning activities. The aim of this study was to know the significant comparison on learner's EFL mastery by implementing collaborative method at classroom teaching learning. The research has been analyzed forward experimental research design; The purposes were formulated; to examined the impact of Collaborative Learning on Learner's EFL Mastery by conducting a quasi-experimental method; it qualitatively investigated learners' perceptions of Collaborative Learning. The data exhibited that Collaborative learning had significant impact on learner's EFL mastery. Subsequently, the data result of independent sample t-test, there was significant difference in post-test result between experimental class and control class ($p=0.000 \leq 0.05$), actually post-test of the experimental class means ($M=10.81$) and post-test of the control class means ($M=8.45$). Collaborative Learning led learners to accept differences and to make those differences comparative sources in order to be more knowledgeable as well as wiser while dealing with a problem at reading material of EFL learning during the class activities. . The result of study depicts that collaborative learning is contributive to learners' emotional awareness, learning motivation, cognitive development, and broad-mindedness.

Keywords: EFL Mastery; Collaborative Learning Method

INTRODUCTION

The development of education at this time have some demands that must be carried out in the world of education, one of which is in the development of Science and Technology in creating quality Human Resources. Except the qualified graduates, the role of qualified educators is also the main factor which produces quality results as well. Educators are required to have the ability in processing learning into learning that has an attraction in improving the quality of learning, both from cognitive aspects, perspective and psychomotor aspects. In order to improve the quality of education, various efforts are made, both related to improving teacher professionalism, improving educational facilities and infrastructure, improving the curriculum, and improving the teaching and learning process. The Efforts to improve the quality teaching and learning process are the most appropriate efforts to be carried out considering that their role is very directly affecting the learning outcomes

obtained by students. Learner's mastery of English as Foreign Language of high level have been important issue that must be highlighted as an educator and become the most mainly attention to be solved at this time. Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members. CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people (Panitz, T., 1996). If we talk about collaboration above, it means that learner's classroom activities of EFL learning can be implemented by using collaboration technique to know learner's development of each learning.

Collaborative learning is an educational approach to teaching and learning that involves groups of learning to work together, solve the problem that have been faced of EFL learning, complete a task and create a product. Learners collaborates each other to develop their EFL ability and complete the task collaboratively. Brown and Lara (2011) cite Johnsons (2009) that say; there are three ways when individuals take action in relation to the actions of the others. One's actions may promote the success of others, obstruct the success of others, or not have any effect at all on the success or failure of others. In other words, individuals may be: a) Working together cooperatively to accomplish shared learning goals, b) Working against each other (competitively) to achieve a goal that only one or a few can attain, c) Working by oneself (individualistically) to accomplish goals unrelated to the goals of others. Collaborative learning emphasizes the important positive interaction among student. There are two kinds of interactions in collaborative learning, namely cognitive interactions in that learners will be actively involved in the processes of thinking, reasoning, analyzing, and elaborating with one another concerning the learned material. The other kind

is socioemotional interactions whereby learners will understand each other, complete their competences, be empathetic, and feel the essence of their collaborations with each other.

Focus of this research was comparative study of learner's EFL mastery, actually based on the implementing collaborative learning method at high level. This research aims at finding out the comparison of using CL of in teaching reading of EFL learner's mastery. The main question of this research: a) is the use of CL method has been effective in teaching reading EFL learner's mastery? b) Does CL have an impact on EFL learner's mastery based on analyze comparative study?

METHODOLOGY

This study has been implemented by using Experimental Research Design. The purposes were formulated; first, to examined the impact of Collaborative Learning on Learner's EFL Mastery by conducting a quasi-experimental method. Second, it qualitatively investigated learners' perceptions of Collaborative Learning. The rationale beyond the application of a mixed method study was to reveal both generalizable data with respect to Collaborative Learning impact as well as to support the existing findings in this context, and at some points to gain in-depth data representing the natural conditions taking place in the study field. For the experimental purpose, drawing upon a control-group pretest-posttest design, 20 learners, 8 male and 12 female learners' XI class of science department were engaged as the participants. They were selected from a population of 100 students by considering their homogenous characteristics such as ages, skills of interaction, and previous academic achievements. Mastery of the concept was obtained from the results of pretest and posttest in both groups. Pretest is carried out to know the mastery of students' concepts before learning. The experimental group carried out EFL learning activities by applying collaborative learning methods, while the control group carried out EFL learning activities conventionally. At the end of the learning, a posttest is carried out to find out the results of mastering concepts after obtaining learning. A recapitulation of the results of pretest and pos-test mastery of the concept can be seen in following figure:

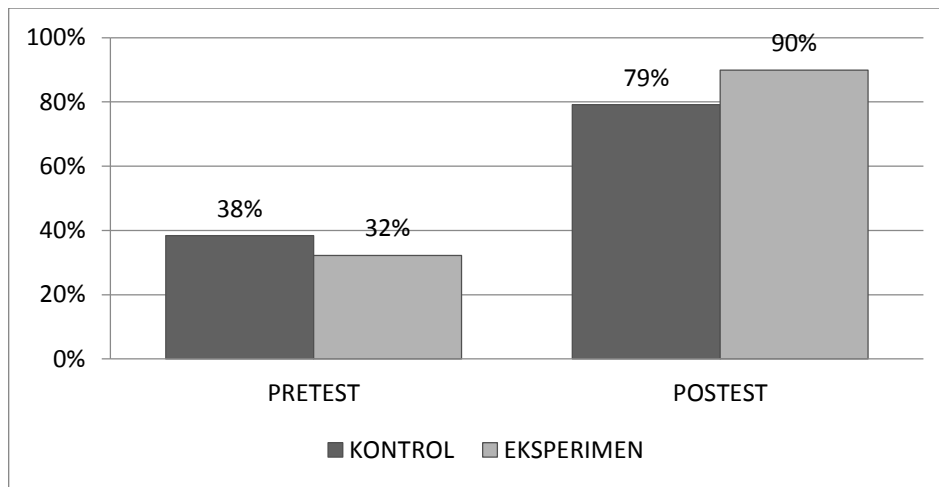


Figure 1: The Result of Mastering Concepts Pre-Test and Post Test Group

Based on figure above, it showed that the results of the pretest value of mastery of concepts of control class students by 38% while the experimental class was 32%. Both groups belong to the criteria for mastery of concepts that are still low. The posttest results showed a mastery value of the control class concept of 79% while the experimental class was 90%. Both of them have a relatively high mastery of the concept.

RESULT

a) Analysis of Learning Implementation Instruments

In the learning process, observations are made to determine the implementation of learning from both groups. The experimental group received EFL learning treatment using collaborative learning methods while the control class received EFL learning treatment without the implementation of collaborative learning. A summary of the results of observations on the implementation can be seen in table 1 and table 2 as follow:

Table 1. Summary of The Implementation of Experimental Class Learning

Aspects	P1	P2	Average	Percentage	Category
Introduction	3,8	3,8	3,8	95	Almost All Activities Carried Out
The Core of EFL Learning	3,5	3,67	3,585	89,625	Almost All Activities Carried Out
Conclusion	3,75	4	3,875	96,875	Almost All Activities

Classroom Atmosphere	3,75	4	3,875	96,875	Carried Out
Classroom Time Management	4	4	4	100	Almost All Activities Carried Out
Average			3,827	95,675	Almost All Activities Carried Out

Table 2. Summary of The Implementation of Control Class Learning

Aspects	P1	P2	Average	Percentage	Category
Introduction	3,8	3,8	3,8	95	Almost All Activities Carried Out
The Core of EFL Learning	3,5	4	3,75	93,75	Almost All Activities Carried Out
Conclusion	4	3,75	3,875	96,875	Almost All Activities Carried Out
Classroom Atmosphere	3,75	3,75	3,75	93,75	Almost All Activities Carried Out
Classroom Time Management	4	4	4	100	All Activities Carried Out
Average			3,835	95,875	Almost All Activities Carried Out

From the table above, it can be interpreted that the control class has a higher learning implementation percentage value compared to the experimental class is 95,875 in the control class and 95,675 in the experimental class. Although they have differences in the results of the percentage of learning availability, the two groups have the same criteria for learning implementation, namely almost all activities are carried out.

Table 3. Homogeneity Test

Levene's Statistic	df 1	df 2	Sig.
Pre-test	1	0.05	0,869
Post-test	1	0.05	0,569

From the results of the homogeneity test calculation, the significance of Pretest or Posttest data is greater than 0.05 (sig > 0.05), it can be concluded that the data in this study have homogeneous variance.

b) The Result of Data Analysis

The study of comparative on collaborative learning method of learner's EFL mastery was measured using quasi experimental method, exactly used paired sample t-test and independent sample t-test. The result of data analysis is presented as following explanation:

Table 4. The Result of test

Class	Test	Mean	SD	N	Sig
Experimental Class	Pre-Test	7.55	13.63	20	0.000
	Post Test	10.81	7.63	20	0.000
	Delayed Test	8.55	13.63	20	0.011
Control Class	Pre-Test	6.75	16.82	20	0.000
	Post Test	8.45	18.05	20	0.000
	Delayed Test	6.55	18.67	20	0.011

Based on the data analysis in table 3. There was a significant difference between pre-test and post-test in the experimental class ($p=0.000 \leq 0.05$). A significant was also found between pre-test and post-test in the control class ($p=0.000 \leq 0.05$). The post-test means of that both of classes were higher than pre-test. It was proven by data post-test in experimental class was 10.81 and the control class was 8.45. Besides that, data pre-test in experimental class was 7.55 and pre-test in control class was 6.55. The data exhibited that Collaborative learning had significant impact on learner's EFL mastery. Subsequently, the data result of independent sample t-test, there was significant difference in post-test result between experimental class and control class ($p=0.000 \leq 0.05$), actually post-test of the experimental class means ($M=10.81$) and post-test of the control class means ($M=8.45$).

The result of comparative study stated that a significant benefit of collaborative learning is regarding to the groups operating together long enough during a course, at reading teaching and learning atmosphere and core EFL learner's mastery. The learners in teams will get to know each other and extend their activities outside of class. Students will contact each other to get help with questions or problems they are having, and they will often continue their communications in later terms. Collaborative learning helps to develop learning communities within classes and institutions among teaching and learning activities. Learners are actively involved in interacting with each other on a regular basis

in an instructed mode, they are able to understand their differences and learn how to resolve social problems which may arise. In short, Collaborative Learning led learners to accept differences and to make those differences comparative sources in order to be more knowledgeable as well as wiser while dealing with a problem at reading material during the class.

CONCLUSION

The result of this study shows that CL applied in the form of group discussions has a positive and significant impact on learners' EFL mastery through implemented collaborative learning method, and also has significant comparative between experimental and control group learners. In addition, the findings of the comparison highly different at post-test of the experimental class means (M=10.81) and post-test of the control class means (M=8.45) in teaching reading of EFL learner's mastery on teaching learning classroom activities. The investigation depicts that collaborative learning is contributive to learners' emotional awareness, learning motivation, cognitive development, and broad-mindedness. Based on the findings of the present study, further studies can be oriented towards constructing a theoretical collaborative learning method which involves a couple of components such as critical thinking skills, emotional awareness, learning motivation, cognitive development, and social competence. collaborative learning method as such can subsequently be examined and confirmed so that the data revealed can be of meaningful references for those who are interested in collaborative learning method.

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