

## **II. LITERATURE REVIEW**

Chapter two discusses things related to theoretical points: concept of language learning strategies, concept of collaborative, concept of collaborative learning, advantages and disadvantages collaborative learning, 2013 curriculum, and procedure of the analysis. The literature review is presented in the following points.

### **2.1. Concept of Language Learning Strategies**

Learning is commonly defined as a process that brings together cognitive, emotional, and environmental influences and experiences for acquiring, enhancing, or making changes in one's knowledge, skills, values, and world views (Illeris, 2000). In the implementation, learning is an individual activity to acquire knowledge, behavior and skill by processing the learning material. To acquire the point and learning message, someone uses skills on these domain, (1) cognitive, which concerns of knowledge, reason, comprehension, implementation, analysis, synthesis, and evaluation, (2) affective, which concerns of the feeling, emotion, and different reactions with some acceptance, participation, behavior judgment, organization, and life pattern establishment, and the last is (3) psychomotor, which concerns of body skill, consist of perception, readiness, organized move, common move, complex move, adjustment of the movement, and creativity. By

learning from this domain, Jersild, as cited in Sagala (2010) says that learning is a modification of behavior through experience and learning.

Furthermore, method is also a very important part in learning process. Method is a facility which delivers learning material to reach the aim. Teaching without a method will render the teachers themselves to reach the learning purpose. Many experiences prove that one of the reasons why there is a learning failure is because of choosing the wrong method, (Fathurrohman, 2007). Additionally, based on Sagala (2010), there are several methods in the learning process; speech, question-answer, discussion, demonstration, socio-drama, field trip, group work, practice, giving assignment, and experiment. As group work is one of the methods that is recommended in the learning process, the researcher believe that group work is able to make the class more interesting and it can facilitate the teacher in reaching the learning purpose.

In language learning, method is procedural in which it is a whole plan in the language presentation orderly and correct, and there are no contradictive parts and all section is based on the chosen approach. While method is procedural, strategy has the actual role in the classroom. It is an innovation that is used to complete the purpose (Tarigan, 1991). The strategy should be consistent with the method, so that should also do with the approach (Anthony 1963; Allen and Campbell 1972 cited in Tarigan 1991).

In addition, Chamot and O'malley (1990) say, there are three types of second language learning strategies, they are:

### 1. Metacognitive Strategy

It is a higher level of executive skill which will need planning, monitoring, or evaluating on the success of a learning activity.

### 2. Cognitive Strategy

Mayer (1986) cited in Tarigan (1991) suggests that this strategy can be divided into three group, they are: re-done process, organization process and elaboration process.

### 3. Social Strategy

It describes about how an interaction between one another and also ideational control towards the effect.

a. Group work, which is work together with friends to solve a problem, accumulate information, checking notes, or give and take feedback on the learning activity.

b. Questioning for explanation or acquiring explanation.

c. Talking to themselves, or use the mental control to make yourself believe that the learning activity will work and to reduce the worry of doing assignment.

Based on the explanation above, the researcher believes that there is a correlation between the language learning strategies and collaborative learning. It was mentioned above that group work (collaborative learning) belongs to social strategy in the language learning strategy, thus collaborative learning is one of the strategies that can be used to teach language, particularly in this situation is

English, so we can assume that the implementation of collaborative learning in the learning process will broaden students' knowledge.

## **2.2. Collaborative Learning**

Collaborative means a person do something together with other people. The word is basically come from collaborate, which means working with each other in doing a task and achieving a shared goal. In addition, Johnson and Johnson (2012) say that collaboration means working together in small groups and ensuring every member of the group to master the material. Collaboration can be done in a pair works or in a group work.

Johnson and Johnson (2012) say that in every class, the teacher should be encouraged to make the learning material more interesting, so that the students will:

1. Struggle between win-lose to see who is the best (competition)
2. Work individually and independently based on their own learning purpose with their own skill level to reach the superiority criteria (individualism)
3. Work together in small groups, to make sure that all students master the given material (collaboration/cooperation)

From the explanation above, we can assume that one of the ways to empower the students' competency is through collaboration.

Collaborative learning happens when a person works together with his/her partner or when he/she works together in a group, small or big. Barkley (2012), states that collaborative learning is a social product which comes from the mutual understanding between people who have the same knowledge. It is also added by Matthew (1996) cited in Barkley (2012) who says that collaborative learning can happen if the learner and the teacher work together to create comprehension. It is a pedagogy that centered in the assumption that human being is always creating meaning together and that process always broadens their knowledge. Based on the definition above, we can assume that collaborative learning comes from the social construction among people and it is a process to create and broaden our knowledge.

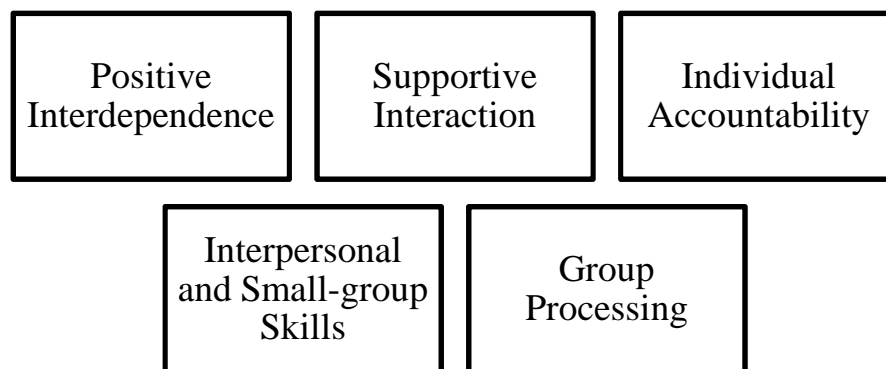
Additionally, collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, meanings, or creating a product. Collaborative learning activities vary widely, but mostly center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it (MacGregor and Smith, 1992).

Based on Johnson and Johnson (2012), the idea of collaborative learning is quite simple. The first step is always giving material, and then the class is divided into small groups. After that, each group should do the assignment given until all member of the group successfully acquire the material and finish the assignment. This kind of work will make the students try hard to give advantages to each

other, thus every single person of the group will get the advantage of their own effort.

### 2.2.1. Characteristics of Collaborative Learning

Johnson and Johnson (2012) say that there are a lot of things to do in collaborative learning than just making the students seat together. It does not mean they will automatically work together if they are seated together, it can also cause competition inside the group. In order to make the students work cooperatively, there are several characteristics that should be understood to make the group work successfully. There are several essential characteristics that will affect whether the group work will run successfully or not (Johnson and Johnson, 2012:5). Take a look at figure.1.



**Figure.1. Components of Collaborative Learning**

#### 1. Positive Interdependence (Participation)

This will be structured properly if each member of the group sees that he or she is connected to each other, thus a member cannot be successful unless all of them is successful. The students should realize that the efforts of all members will be useful not only for them individually but also for all the

members. Individual concern of each member towards others' accomplishment will enable them to share their power, help each other and support each others' efforts, thus it will create mutual support. This is the main idea of collaborative learning.

## **2. Supportive Interaction**

If the teacher has already built in the positive interdependence, then the teacher continue to maximize the students' opportunity to encourage each other to gain success by helping, supporting, and appreciating each other's effort. Supportive interaction itself explains on how we solve the problem, discuss the meaning of the concepts that is learned, share the knowledge to others, and relate nowadays learning with past learning.

## **3. Individual Accountability**

The students learn and work together in order to show a better performance as an individual. Individual's responsibility will appear when the effort of each member of the group is judged and the result is given back to them. It ensures that all members of the group know which one in need of help, support, and bigger motivation to solve the problem and realize that they cannot just "cheat" others' works.

## **4. Interpersonal and Small-group Skills (Collaborative Skills)**

The students need to learn the academic assignment and also small group skills so that they will be useful in a team-work. Leadership, decision making, trusty building, communication, and conflict management should be taught accordingly with the academic skills. Soller (2001) says, in social grounding the students should take turns in questioning, clarifying, and rewording their

peers' comments to ensure their own understanding of the team's interpretation of the problem and the proposed solutions. The focuses of interpersonal and small group skills are, (1) forming skills, (2) functioning skill, (3) discussion skill, and (4) working skill (Ferrer, 2004).

### **5. Group Processing (Feedback)**

Group processing happens when all members of the group discuss about how good they accomplish their goal and how good they keep their relationship. The group needs to describe which action of the member that helps them in deciding on what kind of behavior that needs to be made.

Based on those five characteristics, we can see that the real skill which is needed in collaborative learning is how to combine and arrange these characteristics into many kinds of activities (Johnson and Johnson, 2012).

### **2.2.2. The Role in Collaborative Learning**

Johnson and Johnson (1991) cited in Muijs and Reynolds (2008) suggest several roles that can be given to the students in the group work, they are:

1. The summarizer, the one that will prepare the presentation in front of the class and summarize the conclusions that appears in order to see whether all member of the group agreed or not.
2. The researcher, the one who gathers background information and find out whether there is additional information that is needed to solve the assignment.



3. The checker, the one who confirms whether the facts that is going to be used is proper or not and whether the group is ready to answer if the teacher ask questions or not.
4. The runner, the one who tries to find other sources that is needed to solve the assignment (example: dictionary).
5. The observer, the one that takes notes and records the group process that can be used throughout the debriefing after the work.
6. The recorder, the one who writes down the group main outputs, and combines the result of other group.

### **2.2.3.The Techniques of Collaborative Learning**

According to Barkley and Cross (2012), there are several kinds of techniques in teaching through collaborative learning, they are as follows:

#### **1.Discussion Techniques**

Technique	Advantage	Aim
Think-pair-share	Thinking individually for several minutes, and then discuss and compare others' responds prior to share it to the whole class.	Preparing the students to effectively participate in the class discussion.
Round Robin	Bringing up the opinion and speaks orderly from one student to other student.	Forming a suggestion and ensure all students to participate.
Buzz Group	Discussing the questions that are related to the learning process informally in a small group.	Gathering many information and opinion spontaneously for the preparation and developing the class discussion.
Talking Chips	Participating in the group discussion and collect a sign every time they speak.	Ensuring the common participation
Three-step interview	Interviewing each other and report what they have	Helping the students relate and develop the

	learned to others.	communication skill.
Critical Debates	Assuming and proving one side of a problem that is contrary to their individual point of view	Developing critical thinking skill and motivate the students to argue against their own assumption.

**Figure.2. (Barkley and Cross, 2012)**

## 2. Reciprocal Teaching Techniques

Technique	Use	Aim
Note-taking pairs	Gathering information of their notes to make a more developed notes	Helping the students acquire the missed-information and correct their notes and learn to be a better writer.
Learning Cell	Asking self-made questions toward each other concerning the material given.	Involving the students to be active and consider the content that will motivate them to go against each other to reach a deeper understanding.
Fishbowl	Forming a concentric circle with a smaller group to discuss and the bigger group to listen and observe.	Giving a chance to the students to create a model or observe the process in the group in the discussion.
Role Play	Assuming different identities and running a scenario.	Involving the students in a creative activity that will be able to help them “learning by doing”.
Jigsaw	Building a knowledge concerning the given topic that is then given to others.	Motivating the students to learn and process enough information to tell it again to their friends.
Test-taking teams	Preparing a test with a group work, doing it individually, and then do it again together.	Helping the students to judge and increase their understanding toward the material while telling each other’s strategies following the test.

**Figure.3. (Barkley and Cross, 2012)**

## 3. Problem Solving Techniques

Technique	Use	Aim
Think-aloud	Solving a problem orally to	Concerning more on the

pair problem solving	their reasoning to their friends.	process than the result and help the students identify logical mistakes and process.
Send-a-problem	Trying to solve a problem together and then continuing those problems and solutions to other group that will do the same way later; the last group will evaluate all those solutions.	Helping the students practice on thinking as a group that will be needed in solving the problem effectively and comparing and differentiating various kind of given solutions.
Case study	Resolving a paper about real-life scenario and develop a solution for the dilemma that is the main focus on this problem.	Focusing on principals and abstract theories relevantly based on the students.
Structured problem solving	Following a structural format to solve a problem	Sharing the problem solving processes into several steps, thus the students will not feel tired and will eventually learn to identify, analyze, and solve the problem chronologically.
Analytic teams	Assuming specific roles and assignments to be shown and done while reading, listening, or watching a video critically.	Helping the students to understand the differences between activities that will create an analytical analysis.
Group investigation	Planning, doing and reporting deeply about the research projects.	Teaching the students the research procedure and help them deeply acquiring knowledge about certain area.

**Figure.4. (Barkley and Cross, 2012)**

#### **4.Graphic Information Techniques**

Technique	Use	Aim
Affinity grouping	Digging an idea, identifying common themes, and then sorting and running those ideas properly.	Helping the students on explaining a complicated topic, identifying and classifying main sections.
Group rid	Giving information gap and ask the students to place them on an empty cells of a lattice that appropriate with	Clarifying conceptual categories and build various skill in sorting.

	the rubric category.	
Teams matrix	Differentiating between some concepts that is almost equal to noticing and marking whether there is determinant figure on the picture.	Showing the differences between concepts which have tight bounding towards each other.
Sequences chains	Analyzing and describing a series of events, actions, roles, or decisions.	Understanding the processes and a series of chronologies and also administering information coherently and chronologically.
Word web	Making an idea list that relate to each other and then manage it into a graphic, identifying the connection through describing lines to show the connection.	Finding and showing connection, as in a map, it can show us the aim and also the place and look in the entire way.

**Figure.5. (Barkley and Cross, 2012)**

## 5. Writing-focused Techniques

Technique	Use	Aim
Dialogue Journals	Noting their thought in a journal that will be shared to their friends to get a comment or question.	Connecting the subject activity with students' real-life and interacting towards each other.
Round Table	Responds in turn by writing one or two words, phrase, or sentence before collecting the whole article.	Practicing writing informally and make a written idea's note.
Dyadic Essays	Writing down essay questions and each other answers model, sharing question, and after responding, comparing their answer with the answers model.	Identifying the most important feature of a learning activity, formulating and answering questions concerning the activity.
Peer Editing	Reviewing and giving feedback critically towards their friend' essay, report, argument, research article, or any other writing assignment.	Developing the critical editing skill and giving constructive critics towards each other in order to complete prior article before collecting it to get a score.
Collaborative	Writing a formal article	Learning and doing steps of

Writing	together.	writing effectively
Team Anthologies	Making a compilation of literature works that related to the subject with the reaction of students towards the subject.	Experiencing a research process without writing a formal research.
Paper Seminar	Writing and then presenting an original article,	Involving the students in the discussion of their research and focusing on the students individually and giving feedback to appreciate their work.

**Figure.6. (Barkley and Cross, 2012)**

#### **2.2.4.The Examples**

According to Muijs and Reynolds (2008), one of the examples of the implementation of small-group collaborative is jigsaw technique (puzzle). It is developed by Aronson and friends in the 1970s, where the whole material can be easily instructed. It is worked by dividing the class into several groups. Each group consists of five or six students. Each student is given certain issues to be learned. Then, the students begin to learn their own topic, and then they meet up with the students of other groups who learn the same topic. This will ensure that the increase of the quality of the information that is found by the students of any group will increase. They will also learn to do a presentation with other students who discuss another topic.

After the whole process, the students should go back to their old group and present their findings to their own group. All of the jigsaw pieces will complete the whole assignment that is given to that group, thus each student should cooperate and depends on each other. This kind of technique will be able to

develop the emphatic and listening skills and also shows positive academic results.

### **2.3. Advantages and Disadvantages of Collaborative Learning**

Collaborative learning concerns on how people interact in a pair or group in order to have a shared goal. Thus, we can assume that there will be many social interactions between the members of the group. If we talk about social interaction, there will be some issues happened. We can assume that the issues are the advantages and disadvantages of collaborative learning. The first one is the advantages of collaborative learning. These are the advantages of collaborative learning, (cites in Curtin Teaching and Learning)

1. Engage in subject specific discussions with peers.
2. Learn how to work cooperatively and support each other.
3. Develop effective teamwork and communication (including interpersonal and cross cultural awareness) skills.
4. Assimilate multiple views to deepen knowledge and promote critical thinking.
5. Foster individual accountability to the team.
6. Develop independent learning strategies.
7. Structure out-of-class learning.
8. Mitigate learner isolation.

Totten, Sills, Digby & Russ (1989) cited in Gokhale (1995) also add the fact that students are actively exchanging, debating and negotiating ideas within their groups, increases students' interest in learning. Importantly, by engaging in

discussion and taking responsibility for their learning, the students are encouraged to be critical thinkers. Muijs and Reynolds (2008) say that the main advantage of collaborative learning is to develop students' cooperative aspects. The first one is giving contribution in developing students' social skills. The second one is helping the students to develop their emphatic skill by giving them the opportunity to see the others' point of view. And the last is making them try to find a solution for a problem in the group and also increasing other skills, such as the need to accommodate to the others' point of view.

The advantages are usually followed by some disadvantages. According to Muijs and Reynolds (2008), there are several disadvantages that might appear in collaborative learning. The first one is, it does not really develop the students' autonomic learning and the addiction towards the dominant member of the group. Besides, the small group work can easily produce a free-rider effect where certain members do not give any positive contribution to the group and only depend on others' work. The next is the misconception that might happen between the members. It can also spend a lot more time compare to individual work. Lastly, it cannot be too useful in teaching basic skills where automaticity and over-learning are the most important.

#### **2.4.2013 Curriculum**

Based on UU No. 20 Year of 2003 about National Education System, curriculum is a set of plan and setting about purpose, content, and learning material and also the technique that is used as an orientation in learning process to attain certain

education purpose. Based on the definition above, there are two dimensions of curriculum. The first one is concerning on purpose, content, and learning material. The second one is the technique which is used in learning process. Curriculum 2013 that is applied since the academic year of 2013/2014 fulfills those two dimensions.

#### **2.4.1. The Factors of the 2013 Curriculum**

The purpose of the 2013 curriculum is preparing Indonesian people to be faithful, productive, creative, innovative, and able to give contributions to the society, and the world civilization. The 2013 curriculum itself is developed based on several factors, such as, internal deviances, external deviances, mindset improvement, strengthening the curriculum regulation and strengthening the material. The internal deviances are mostly concern on this country's learning standard and also on the development of Indonesian people. The external deviances concerns on the globalization, technology and information, creative industry and culture, and the development of our education internationally.

#### **2.4.2. Characteristic of 2013 Curriculum**

The 2013 curriculum is designed with these characteristic below:

1. Developing the balance between the development of spiritual and social attitude, curiosity, creativity, and group work, with intellectual and psychomotor skills.



2. School is the part of society that gives a proper learning experience where the students implement what are taught in school to the society and employ it in the society as a source of learning.
3. Developing attitude, knowledge, and skill and employ them in several situations in school and the society.
4. Giving a valuable time to increase various attitudes, knowledge, and skills.
5. The competence is described as the core competence and it will eventually become basic competence.
6. The core competence will be the aspect of organizing elements of basic competence, in which all of the basic competence and the learning process and is developed to reach the competence that described in the core competence.
7. The basic competence is developed based on the accumulative principle, reinforced, and enriched between each study subject and each grade.

#### **2.4.3. 2013 Curriculum Learning Aspects**

There are several learning aspects which are considered really important to be done in the implementation of 2013 curriculum. By conducting these aspects on learning, the learning process that the students do will accomplish the aim of 2013 curriculum.

1. Strengthening attitudes, skills and integrated knowledge are integrated into learning activities for each meeting. They are integrated as follow:
  - a. Strengthening the students' attitudes is not only making the teacher as a role model, but also in a form of their manner in learning and the motivation from the teacher. This form should be done continuously in every meeting.

- b. Thinking skill (cognitive skill) is developed to the students through questions that will motivate the students to think highly and deeply. While the psychomotor skill will be developed to the students through group work practice. But the equipment of this practice should also be supported by the school itself.
- c. Knowledge is improved through all of the learning process in each meeting through questions from the teacher vice versa. It can also be developed by doing experiment or observation, classical dialogue etc.
2. Letting the students to find out by themselves. On the previous curriculum, the passive learning is still considered good for learning. But in the 2013 curriculum, passive learning is not appropriate anymore on supporting the aim of 2013 curriculum. Thus, active learning is the way to support the aim of this curriculum. Active learning will make the students find out about something by themselves. The example is by giving them a series of question that will make them think deeply about it. It will help the students to learn individually. Giving a handout about something will also help them in learning individually. It will make them learn about the information of the handout by themselves.
3. Using scientific approach through observing, questioning, associating, experimenting and networking are done through classical dialogue activity, practice group activity, practice with LKS (Lembar Kerja Siswa) and without LKS.
4. Focusing on the questions that will need a deeper thought, the teacher will ask questions that will make think deeper. The questions should not be too many, it will be better if it focuses on one or two questions or three for maximum. The

main question will be just one, it should make the students think highly and then the next question will make them think deeper.

5. Letting the students working on a group through collaborative learning, this aspect can be done through group work activity. This activity can be as a practice or other kind of activities. In this activity, the students will share their job and thoughts making them learn from each other.

#### **2.4.4.The Learning Approach of 2013 curriculum**

The 2013 curriculum is planned to emphasize on the scientific approach during the learning process. The government's conception of scientific approach consists of several components; they are observing, questioning, associating, experimenting and networking. While basically there are four methods in scientific approach, those are as follows:

1. Project based learning is a learning method using project as the media. The problem is used as the first step in collecting and integrating the students' new knowledge based on their own experience in a real activity as their project. It is arranged to be used by the students in their investigation. The inquiry process is started by emerging a guiding question and then guiding the students in doing the collaborative project that integrated various material based on the curriculum.
2. Problem based learning encourages the students to learn through resolving a real problem. This method will be properly done if there is a good teamwork, interpersonal and networking between the students. It will enhance the students' critical thinking, decision making, problem solving, and self learning.

3. Discovery learning demands the students to be the problem solvers through collecting the information, comparing, categorizing, analyzing, integrating, re-organizing the material and making conclusions.
4. Group investigation emphasizes the students' active participation by finding the information by themselves through the book and the internet. The students are involved in the planning, they are allowed to decide the topic and how to study it through investigation. This method needs a group skill, a cooperative plan, and teacher's role in finishing the work. The steps of implementing the group investigation are selecting the topic, planning teamwork, implementing, analyzing and presenting the final result.

#### **2.4.5. Assessment of 2013 Curriculum**

Authentic assessment has a strong relevance toward the scientific approach in the learning process that is compatible with the 2013 curriculum, because this kind of assessment can explain the improvement of the students' learning result: in observing, reasoning, practicing, and building a connection. In other words, authentic assessment is the assessment of a performance, portfolio, and project assessment. It is sometimes called as a responsive assessment, a very popular method in assess the process and learning result for some students who have special characteristic, whether they have disabilities, special talent, even the genius one. Authentic assessment can also be implemented in certain studies, such as art or any other knowledge, still with the main orientation is in the process or the learning result. There are several kind of authentic assessment, they are:

## **1. The assessment based on Performance**

Authentic assessment can involve the participation of the students, especially in the aspect and process that is going to be assessed. There are different ways on observing this kind of assessment; they are (a) Checklist, (b) anecdotal/narrative records, (c) rating scale, and (d) memory approach. This assessment also needs several considerations such as; (1) certain steps has to be done by the students to show a real performance of one or several kind of competences, (2) accuracy and completeness of the aspect that is assessed, (3) certain skills that will be needed by the students to complete the assignments, (4) the main focus of the performance that will be assessed, especially the essential indicator that will be observed, and (5) the step of the skills that will be observed.

## **2. Project Assessment**

Project assessment is an assessment activity towards the assignment that should be done by the students with a certain deadline. It consists of investigation by the students, from the planning, data collecting, organization, processing, analysis and presentation. Thus, this assessment concerns with the comprehension, application, investigation, etc. There will be three things that the teacher should be aware of, they are (a) a skill to choose a topic, finding and collecting the data, processing and analyzing, presenting the purpose of the information, and writing the paper, (b) the relevance between the material with the skill and knowledge, and (c) the originality of the students' paper.

### **3. Portfolio Assessment**

This assessment is done by several steps, they are; (a) the teacher explains the essence of the portfolio assessment, (b) the teacher and students decide on which kind of portfolio should be made, (c) the students arrange the portfolio, (d) the teacher collects and saves students' portfolios along with the note of the collecting date, (e) the teacher gives score to the portfolio with several criteria, (f) discusses the portfolio altogether if necessary, and the last (g) the teacher gives feedback concerning the result.

### **4. Writing Assessment**

The assessment consists of essay and the students are allowed to give their own answer that is different with others. Essay usually demands two kinds of answers; they are the extended-response or restricted-response. It depends on the questions given. This kind of test will enable the teacher to assess the learning result with a higher level.