CHAPTER I
INTRODUCTION

In this chapter, the researcher discusses background of the study, statement of the problems, purposes of the study, significance of the study, scope and limitation of the study and definition of key terms.

1.1 Background of Study

Curriculum as a policy product designed by government is a guidance for schools to educate students. Curriculum is needed to reach the goal of successful learning. Therefore, qualified curriculum can be seen from the process and achievement. Bloom (2006:2) says that curriculum is typically considered to be official written document from a higher authority, such as the local school district or school board. Such document is seen as a mandated template that must be followed by all teachers. Unfortunately, many schools and teachers do not follow the curriculum mandated by the government.

The curriculum in Indonesia has been changing and developing overtime. Indonesia as stated by Hartoyo (2011) has already implemented nine curricula known as the 1950 curriculum, 1958, 1962, 1968, 1975, 1984, 1994, 2004 and the current one being the 2006 curriculum. The newest is 2013 curriculum. Collaborative learning is one of the learning techniques that are used since 1980s until now (curriculum 1950-2013).
Collaborative learning is one of approaches in teaching and learning process in which the students must work together to solve a problem and complete assignment (Laal, 2012). It means that collaborative learning is an activity that requires students to work in groups. The purposes of collaborative learning are different: helping young people to work and learn well together becomes an important aim in itself. Then, in many classrooms, the underpinning goals must change, for example: to create a learning community, to improve our knowledge together, to help each other learn, to learn how to learn together. Moreover, collaborative learning requires a teacher to be able to cooperate with other teachers in implementing various learning (Team-based Learning, Jigsaw, TPS and other) to create learning-based learning model PAIKEM (active learning, innovative, creative, effective and fun) (Rohman, 2013). Moreover, the benefits of collaborative learning is the students are interested in learning English such as by involving in debate, exchanging and negotiating ideas (Totten(1989), et.al. in Dooly 2008).

Collaborative learning can be applied in teaching all subjects, including English. For example, in teaching speaking, the students will build up their confidence in speaking through presenting a topic with partner. This activity is applied to engage and motivate the students in speaking (Ulan, 2011). Moreover, the examples of collaborative learning are grouping members, working together and peer-assisted learning. Hence, those activities can be used in teaching reading. Hartup (1992) said that children teach and learn each other (peer-assisted learning) are generally successful in cognitive activities. In other hand,
Collaborative learning is appropriate to the process writing because it can enhance the team work ability. When students feel confused or difficult in solving problems, they can help each other in the discovery learning (Hunzer, 2012). In teaching listening, collaborative learning requires students to listen and speak about the content of the message. Therefore, students not only listen to each other’s statements but also examine how the ideas form, how to express their points of view, and how to clarify the their own thinking within the interaction of collaborative inquiry (Berman, 2003).

According to Barkley, et.al. (2010) the following several techniques that are used in collaborative learning. The first is Think-Pair-Share, it is the learning activity which involves explaining answer or ideas to another student. The second is Reciprocal Teaching, it is the learning activity that involves students teaching to one another in groups. The third is Think-Aloud Pair Problem Solving (TAPPS), it is the learning activity which involves solving problems. The fourth is Group Grid which is the learning activity that involves analyzing, classifying, organizing subject matter. The last is Group Writing Assignments which is the learning activity which involves collaborative work that culminates in a group-authored document.

There are some studies related to collaborative learning. Saefurrohman (2004) who studied about improving students’ motivation through collaborative learning strategies found that through the use of collaborative learning the students can share their understanding and knowledge with their friend, so that the difficulty in handling a material can be solved. The students also feel more
motivated in learning English rather than learn a material individually. Meanwhile, Mutwarasibo (2013) who studied about collaborative learning through instructor-guided writing groups found that students improved their interpersonal and collaborative members and with the support from their instructor, they improved their English vocabulary, gained new ideas and perspectives, and learned better about text coherence, which led to the improvement of their English as Foreign Language (EFL) writing.

The researcher found two theses that concern about the implementation of collaborative learning. First, Saeufurrohman (2004), he used collaborative learning strategies to increase the students’ motivation in learning English. Second, Mutwarasibo (2013), he used collaborative learning through instructor-guided writing groups to improve their English writing. Therefore, the researcher is interested in investigating techniques of collaborative learning in teaching English subject at Senior High School because the researcher would like to know the techniques in collaborative learning used by the teacher to improve students’ ability in learning English.

1.2 Statement of Problems

Based on that background of the study, the researcher states the research problems as follows:

1. What are the techniques of collaborative learning applied in teaching English at Madrasah Aliyah Negeri (MAN) Nganjuk?

2. How does the teacher implement those techniques in teaching English at Madrasah Aliyah Negeri (MAN) Nganjuk?
1.3 Purposes of the Study

In line with the statement of problems, the purposes of the study are formulated as follows:

1. To describe the techniques of collaborative learning applied in teaching English at Madrasah Aliyah Negeri (MAN) Nganjuk.
2. To investigate the teacher implements those techniques in teaching English at Madrasah Aliyah Negeri (MAN) Nganjuk.

1.4 Significance of the Study

After studying and analyzing the problems of this study, the researcher expects that the results of this study are able to give contribution both theoretically and practically benefit.

Theoretically, it is expected as addition references to help the teacher and lecturers to develop their skill in English teaching by applying appropriate techniques especially collaborative learning. Therefore, they are able to identify their students’ mastery of teaching English.

Practically, these results of this study may give a hand for the students because this technique helps students to express their ideas freely and stimulate them in teaching English.

Besides, this study may be used as alternative reference and information as follow-up research about English teaching process, especially for researcher who focuses on how to apply the techniques of collaborative learning in teaching English.
1.5 Scope and Limitation

To have straight and unbiased study, the researcher confines the study on certain topic. Among the collaborative learning components, the researcher bounds the scope of this study on the techniques of collaborative learning applied in teaching English. In addition, the researcher limits the study on the collaborative learning applied by English teacher of grade X at Madrasah Aliyah Negeri Nganjuk.

1.6 Definition of Key Terms

In order to avoid misunderstanding or mistakes in terms and contents of the topic in this study, the researcher tries to define the key terms used in this study.

1. **Collaborative learning** is “a situation in which two or more people learn or attempt to learn something together”. (Dillenbourg, 1999).

2. **Teaching** is “guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning”. (Brown, 2007).