

Noer Doddy Irmawati: June 2014. *Collaborative Study Improves Teachers' Mastery of English Texts*. It is presented at Jeta Seminar Yogyakarta.

ABSTRACT

This topic is chosen to be presented at Jeta seminar because the writer wants to share the result of her research and give the way how to improve the ability of teachers as one of the keys in distributing the knowledge of teaching English to the students. Collaborative study can promote the teacher's mastery of English texts. To apply this method is not so `difficult. So she is interested in discussing about collaborative study as a method.

The research is done in Postgraduate Program of English Education Ahmad Dahlan University Yogyakarta. The data are taken from several techniques including test, participant observation, in-depth interview, questionnaires, and document analysis. To analyze the quantitative data, the writer uses a descriptive statistics, comprising the following dimensions: highest, lowest scores and average score. To analyze the qualitative data she uses constant comparative method as suggested by Glasser (Babbie, 2004: 372).

The findings reveal that the using of Collaborative Study is successful viewed from some dimensions. It can develop professional competence very effectively through all activities which are involved by all teachers as participants. It can raise self-awareness for professional development as individuals or as a member of a group intensively and significantly through the activities. It can develop the behavioral or personal competence effectively through authentic participation of the teachers in the personal and experiential relationship in the whole programs which implemented the principles of adult learning. It improves social competence significantly through the interaction and communication in the process of Collaboration. It can develop leadership competence and values by the rotation of taking turn in conducting the meetings.

Key words: Collaborative Study, English Texts, Teachers' Mastery.

I. Introduction

Teachers play more important roles than the other aspects, like curriculum, learning facilities, and school building. Soedijarto (1993a: 9) says that the professional competences includes: (1) planning a teaching–learning program, (2) conducting the planned teaching–learning activity, (3) evaluating the teaching–learning progress, and achievement, and (4) making use of the result of the evaluation and other relevant information to make a better planning and the implementation of the teaching–learning activity in the future. So, teachers need to have sufficient professional competences to realize their tasks because they are regarded as a very important aspect in education and they conduct a teaching–learning process, which is the core of the educational activity.

The teachers need to acquire additional teaching skills, such as: (1) preparing communicative interaction activities (like group work, games, role plays, simulations); (2) organizing and facilitating communicative interaction; (3) making judgement of proper balance between fluency and accuracy, and (4) being aware of learners' errors and giving appropriate treatment of errors, which are especially important in language teaching. In this connection, other skills: presenting language, controlling practice, checking and eliciting dialogues and narratives, using dialogues and texts, and setting up communication activities are also proposed by Richard (1998: 4).

In accordance with their jobs, the teachers should have great self-awareness to awaken their spirit which can trigger their attention to attitude, skills and knowledge to be professional teachers to ascertain the quality of education, as their part of professional duties. According to Richard (1998: 14), the professional teachers are those who master the six dimensions of teaching which include: (1) theories of teaching, (2) teaching skills, (3) communication skills and language proficiency, (4) subject matter (knowledge), (5) pedagogical reasoning skills and decision making, and (6) contextual knowledge. He also proposes some psychological aspects which should be possessed by teachers.

They include high moral character, compassionate and caring, enthusiastic, motivated, energetic, optimistic, and flexible.

Cochran and King say that one of the characteristics of professional teachers is the teachers' mastery of subject matter. It refers to what the teachers need to know about what they teach. It includes the specialized concepts, theories, and disciplinary knowledge that constitute a theoretical basis for the field of foreign language teaching, rather than what they know about the teaching itself, and constitutes knowledge that would not be shared with teachers of other subjects areas, or indeed with non-teachers (1993: 263).

Freeman and Cazden (1991: 226) contribute an additional dimension of subject matter. They consider it as the specialized discourse or register that language teachers use to talk about the discipline. It also serves as a social function which allows the teachers to make themselves part of the discourse community as they use it and as a cognitive one which enables them to identify aspects of their experience and thus to organize and to develop their conceptions of teaching.

Richard (1998: 35) conceptualizes the nature of teacher's knowledge and skill which become the core components in teaching. They include (1) practical knowledge: the teacher's repertoire of classroom techniques and strategies; (2) content knowledge: the teacher's understanding of the subject of TEFL (e.g. pedagogical grammar, phonology, teaching theories, language acquisition, as well as the specialized discourse and terminology of language teaching); (3) contextual knowledge: familiarity with the institutional context, school norms, and knowledge of the learners, including cultural and other relevant information; (4) pedagogical knowledge: ability to restructure content knowledge for teaching purposes, and to plan, adapt, and improvise; (5) personal knowledge: the teacher's personal beliefs and principles and his or her individual approach to teaching, and (6) reflective knowledge: the teacher's capacity to reflect on and assess his or her own practice.

According to Richard and Lockhart (2000: 37) there are a number of ways to improve teacher professionalism related to content knowledge. They include: (1) conference participation where the teachers can participate in professional conference and seminars networking with other teachers and to learn about trends, issues and practices; (2) workshops and in-service-seminars where specialists from outside the school or staffs from the school can offer workshops and seminars on topics of interest to the staff; (3) reading groups which allow teachers to be able to put together reading groups and read and discuss articles or books of interest; (4) Peer observation where teachers can take turns observing each other's classes as basis for critical reflection and discussion about teaching approaches; (5) writing about teaching (diary/journals) where teachers can keep a reflective diary or journal and share it with colleagues; (6) project work which enable teachers to get opportunities to develop projects such as classroom materials, videos, and other teaching resources; and (7) action research where the teachers can conduct small-scale classroom research on their teaching.

With regard to the teacher's professional improvement, Maggioli (2003: 5) proposes six approaches or models of non-evaluative forms of teacher development: (1) conference plan, (2) peer coaching, (3) action research, (4) collaborative study groups, (5) individual development plan, and (6) dialog journals. The power of the six approaches to professional development lies in the interest, the needs of the teachers and the desire to improve the quality of learning.

To realize the teachers' professional improvement, the writer tries to overcome the teachers' problem in understanding English texts; otherwise, the teachers will encounter greater problems in their professional actions such as the difficulty in planning a teaching-learning program, including (1) formulating the specific learning objectives; (2) explaining the description of the subject matter; (3) planning the teaching-learning activity; (4) choosing and deciding appropriate media and learning sources facilitating the teaching-learning

process; and (5) arranging the test instruments measuring the targeted objectives (Soedijarto, 1993b: 7).

Based on the idea above, the writer proposes “a collaborative study” as a solution. It is a group of colleagues (no more than 10 person) who get together on a regular, long term basis (at least once a month for an academic year) to explore issues of teaching and learning. In so doing the teachers support each other at the personal and professional levels and create learning opportunities from within the profession (Maggioli, 2003: 8).

Collaborative study is considered appropriate to improve the teachers’ professional improvement because of the following reasons: (1) it provides a set of meaningful activities with effective strategies enhancing teachers’ professional development as suggested by Darling-Hammond (in Dewi Rochsantiningsih, 2004: 8). One of its characteristics is that it is collaborative, involving a sharing of knowledge among educators. It will enhance the teachers to help other colleagues on the basis of responsibility to develop their own knowledge; (2) Collaborative Study trains leadership to the teachers. Leadership in collaborative study is shared. It will be three session which has a predetermined schedule, and three participants play the three key roles: facilitator, recorder, and chair person; (3) Collaborative Study enhances the teachers’ professional improvement especially to develop their knowledge on English text-types intensively by adopting principles of adult learner reflected in the whole activities (pre activity, main activity, post activity) because the teachers are adult learners (Maggioli, 2003: 3).

II. Three main sections of teacher’s professional improvement

A. Theoretical Description

Lange (1990: 250) defines ”teachers’ improvement as a process of continual intellectual, experiential, and attitudinal growth of teachers certainly occurring in pre-service and growth both before and throughout a career”.

He adds that "the intent here is to suggest that teachers continue to evolve in the use, adaptation, and application of their art and craft".

Freeman (2001: 4) considers teacher's professional improvement as a lifelong process. There are at least five elements at the heart of professional improvement: (1) choice is a big deal; (2) trust and honesty always go hand in hand with openness; (3) mutuality or reciprocity is very important in professional improvement; (4) better teaching and learning becomes one point being overlooked in teacher professional improvement; and (5) the activities done by the teachers can serve as either the judgmental assesment or developmental assessment.

According to Freeman (2001: 7), there are five reasons why the teachers should want to participate in professional improvement opportunities: (1) to acquire new knowledge and skills; (2) change motivates teachers to engage in professional improvement activities; (3) participating in professional improvement opportunities can lead to an increase in income and prestige within the context of ones' current jobs; (4) knowledge is power; and (5) the continued professional growth and excitement can also help teachers to combat negativity in their teaching contexts.

Blandfoord (in Freeman, 2001: 10) also gives some reasons for pursuing professional improvement by expressing the purpose of it. He states that the purpose of professional improvement is for enhancement of knowledge, understanding, skills, and abilities that will enable individual teachers and the school-learning organization in which they work to: develop and adapt their range of practice; reflect their experience, research and practice in order to meet people needs collectively and individually; contribute to the profession life of school and as practitioners interact with school community and external agencies; keep in touch with current educational thinking in order to maintain and develop good practice; give critical considerations to educational policy in particular how to raise standards; and widen their understanding of society in relation of information and communication technology.

Richard and Lockhart (1994: 37) propose seven models of teachers' improvement including (1) conference participation where the teachers can participate in professional conference and seminars networking with other teachers and learning about trends, issues and practices; (2) workshops and inservice-seminars where specialists from outside the school or staffs from the school can offer workshops and seminars on topics of interest to the staff; (3) reading groups which allow teachers to be able to put together reading groups and read and discuss articles or books of interest; (4) peer observation where teachers can take turns observing each other's classes as basis for critical reflection and discussion about teaching approaches; (5) writing about teaching (diary or journals) where teachers can keep a reflective diary or journal and share it with colleagues; (6) project work which enable teachers to get opportunities to develop projects such as classroom materials, videos, and other teaching resources; and (7) action research where the teachers can conduct small-scale classroom research on their teaching.

Freeman (2001: 7) says that there are many teacher's professional improvement opportunities. Some of these opportunities are formal and externally organized (such as attending a course, going to a conference, or working toward higher certification), while others are smaller in scope, more private, and more informal. These include participating in teacher chat-groups, keeping a teaching journal, or studying a language, to name just a few possibilities.

Maggioli (2003: 8) also proposes six approaches or models of non-evaluative forms of teachers' improvement. The models focusing on the enhancement of teachers' personal and professional development are (1) conference plan, (2) peer coaching, (3) action research, (4) collaborative study groups, (5) individual development plan, and (6) dialog journals. The power of the six approaches to professional improvement lies on the interest, the needs of the teachers and the desire to improve the quality of learning.

To support the definition above, there are some techniques for teachers' professional improvement which have similar characteristics to Collaborative Study. They are mentoring, peer coaching and clinical supervision. Mentoring is defined as an interpersonal, on going, situated, supportive, and informative professional relationship between two (or more) individuals, one of whom (the mentor) has more experience in the profession, craft, or skill in question. In language teaching, a mentor is typically a more experienced teacher working with a new particular program. Although it is an unequal power relationship of sorts, mentoring is not supervisory in nature. That is, in the professional development of teachers, mentors should not serve the supervisory function of evaluation on behalf of the management of a school or program.

Peer coaching is a developmental process in which teachers meet regularly to focus on a particular skill. It is stated that coaching serves three main purposes: (1) to build communities of teachers who continuously engage in the study of their craft; (2) to develop the shared language and set of common understandings necessary for the collegial study of new knowledge and skills; and (3) to provide a structure for the follow-up to training that is essential for acquiring new teaching skill and strategies (Joyce and Showers, 1982: 8).

They also state that coaching is a cyclical process in which teams of peers "study the rationale of the new skills, see them demonstrated, practice them, and learn to provide feedback to one another as they experiment with the skills". One element that is repeatedly stressed in the coaching literature is that "the feedback must be accurate, specific, and non-evaluative". The equal power basis of the coaching partners is significant because when "peers engage in such technical, objective discussion, they can begin to discover how they can best represent subject matter in suitable and captivating ways and think about content from the learner's perspective" (Benedetti, 1997: 41).

Smyth (1986: 1-2) explains the term 'clinical supervision' as a particular mode of training, namely face-to-face interaction between a supervisor and a teacher, or group of teachers, with reference to some classroom teaching that has

previously been observed, the aim of the interaction being to discuss and analyze the teaching with a view to professional development of the teacher or teachers concerned. Gebhard (1999: 45) presents a stimulating overview of supervision in five models: (1) directive supervision, (2) alternative supervision, (3) collaborative supervision, (4) non-directive supervision, and (5) creative supervision.

Based on the above discussion, Collaborative Study is in line with mentoring, peer coaching and clinical supervision especially alternative supervision, collaborative supervision and non-directive supervision. Collaborative Study in this case is discussed by combining some different terms of the same concept of it. Collaborative Study is defined as a group of colleagues who get together to establish sharing relationship on a regular, long term basis to explore issues of teaching–learning process, to resolve problematic situations, to learn and provide feedback to one another as they experiment with the skills, to help each other transfer new knowledge or skills.

B. Rationale

Maggioli (2003: 8) says that the teachers' problem in understanding English texts can be overcome effectively through Collaborative Study. It is a group of colleagues (not more than 10 persons) who get together on a regular, long term basis to explore issues of teaching and learning. In so doing the teachers support each other at the personal and professional levels and create new learning opportunities from within the profession.

Collaborative Study can overcome the teachers' problem in understanding English texts very effectively through some meaningful and effective activities. It can be described that Collaborative Study provides a set of meaningful activities with effective strategies enhancing teacher professional development. The effective strategies as suggested by Darling-Hammond (in Dewi Rochsantiningsih, 2004: 8) include (1) experiential, engaging teachers in concrete tasks of teaching assessment and observation that illuminate the

process of learning and development; (2) grounded in participants' questions, inquiry and experiential as well as profession wide research; (3) collaborative, involving a sharing of knowledge among educators; (4) connected to and derived from teachers work with their students as well as to examinations of subject matter and teaching methods; (5) sustained and intensive, supported by modeling, coaching, and problem solving around specific problems and practice; and (6) connected to other aspects of school change.

The effective strategies immerses in the steps of activities of Collaborative Study including: **preliminary step** which is done by sharing ideas among the teachers and talking about current issues in their teaching–learning in the classroom; **main step** in which the teachers can develop their knowledge and skills because they have a sharing activity among the member of the group; and **final step** in which the teachers are trained to do reflection and self-evaluation in the discussion. Collaborative Study trains leadership to the teachers. The participants play the three key roles: (1) facilitator, (2) recorder or secretary, and (3) chairperson. Collaborative Study can contribute the improvement of teachers' mastery of English text-types very significantly.

C. Action Hypothesis

Based on the rationale above, the writer proposes action hypothesis as follows:

1. Collaborative Study can develop teachers' mastery of English texts very effectively.
2. There are many benefits when Collaborative Study is applied to develop teachers' mastery of English texts.

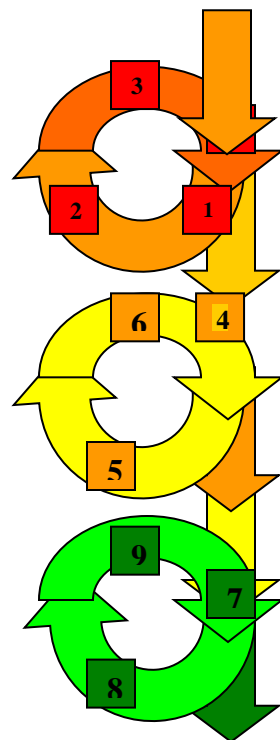
III. Method Used in the Research and Teaching Learning Process

Participatory Action Research (PAR) is "an approach to social research in which the people being studied are given control over the purpose and procedures of the research; intended as a counter to the implicit view that the researchers are

superior to those they study”. Meanwhile, the researcher’s function is only to serve as a resource to those being studied (Babbie, 2004: 296-297).

McTaggart (1987: 26) says that PAR can be defined as ”collective, self-reflective enquiry undertaken by participants in social situations in order improve the rationality and justice of their own social practices”. In this case, McTaggart (1987: 5-6) says that participatory action research is a research done by the people and for themselves: ”Learning to do it by doing it”. There is authentic participation in research, meaning that sharing in the way research is conceptualized, practiced, and brought to bear on the life-world. It means ownership responsible agency in the production of knowledge and the improvement of practice.

PAR includes four moments of action: planning, action, observation and reflection (Kemmis and McTaggart, 1988: 11-14). These research moments exist interdependently and follow each other in a spiral or cycle form. The following is the picture of the steps:



Keterangan:	
0	= Perenungan
1	= Perencanaan
2	= Tindakan & Observasi I
3	= Refleksi I
4	= Rencana Terevisi I
5	= Tindakan & Observasi II
6	= Refleksi II
7	= Rencana Terevisi II
8	= Tindakan & Observasi III
9	= Refleksi III

Kemmis and McTaggart, (1988: 11-14)

Research Steps

1. **Planning.** In the first step, the group holds regular discussions talking the issues in the classroom and categorizing the problems. The problems based on their urgency then decide which one to be overcome in advance are identified and discussed. It is also analyzed by using the technique of interview, observation, test, and questionnaires. Collaborative Study is done by following the planning activities:
(1) Decide the problems on text types and prepare material for presentations,
(2) Set 3 key roles: facilitator, recorder and chairperson and describe their jobs,
(3) Prepare the materials and action plan for the discussion, and (4) Prepare and decide the agenda of activities.
2. **Acting.** It is the implementation of the plan. Action happens when the plan is put into place and the hope for improvement to the social situation occurs. This action will be deliberate and strategic (Grundy, 1982: 28). The action is happening in reality and not as an experiment 'just to see if it works'.
3. **Observing.** Kemmis and McTaggart (1988: 13) say that observation in PAR is the research portion of PAR, where the changes as outlined in the Plan are observed for its effects and the context of the situation. In this moment research tools such as questionnaires can be utilized to ensure that proper scientific methods are followed and results have meaning. Observation and action often occur simultaneously.
4. **Reflecting.** This is the time to reflect or review everything having been done in the implementation of the action. It evaluates the process, problems, effect, and successful or unsuccessful action. The participants discuss all of the aspects during the implementation of the action. In this case the research participants examine and construct, then evaluate and reconstruct their concerns (Grundy, 1982: 28). Reflection includes the pre-emptive discussion or participants where they identify a shared concern or problem.

IV. The Various Stages of Activities of Implementing the Collaborative Study

The discussion is based on the data from the researcher's field note, the participants' notes and journal, the interview, the questionnaires, the participants' observation, the test, which are covered in 3 cycles.

A. Cycle I

There are three activities in the first cycle: (1) general planning, (2) action, (3) observation, and (4) reflection.

1. General Planning

Collaborative Study is carried out to develop the mastery of English texts, especially discussion, exposition, and explanation. It is done in a group of seven to eight colleagues who get together on a long term basis to explore issues of teaching and learning.

There are two main activities in following the scheme: (1) The preparation phase and (2) The main phase of Collaborative Study using genre-based approach. There are four activities done in the preparation phase: (a) inducting the participants with the program, (b) joint decision on the topic, (c) deciding the roles and the agenda, and (d) distribution of questionnaires and pre-test. There are four activities also in the second phase: (a) Building Knowledge of the Field, (b) Modelling of the Text, (c) Joint Construction of the Text, and (d) Independent Construction of the Text.

a. The preparation phase

- 1) inducting the participants with the program
- 2) joint decision on the topic
- 3) deciding the roles and the agenda
- 4) distribution of questionnaires and pre-test.

b. The main phase using genre-based approach

- 1) Building Knowledge of the Field is intended to build up background knowledge and the focus is primarily on the content of the topic (Gibbons, 2002: 61). Rothery (1996: 103) says that people can not know the field unless they know the language of the field. There are some activities intended to build up background knowledge of the field: (1) the discussion on the familiarity of the topic, (2) the presentation of a variety of texts, (3) the listing of arguments, and (4) comparing two or more texts.

2) Modelling of the Text

It is intended to build up our understandings of the purpose, overall structure, and language feature of the genre. The steps of activities:

- a) familiarizing us with the social function of the discussion genre,
- b) presenting the generic structure and linguistic features of discussion text,
- c) presenting a model text of a discussion text, and
- d) presenting other texts of discussion.

3) Joint Construction of the Text

This stage aims at allowing us to practice activities to see an issue from various perspectives discussing ideas in an organized way, which can be best nurtured by communicating with others and engaging in dialogue (Chaffee, 2000: 154). It is also intended to lead us to exchange and to examine ideas in an open and organized way to be open-minded and to receive differences in ideas among us. There are three steps done in this stage:

- a) Brainstorming the topic to be prepared and its arguments for and against of text
- b) Making an outline of a text by adapting a text or our own, and
- c) Creating and analyzing a text collaboratively.

4) Independent Construction of the Text. There are three activities in this final stage:

- a) Creating a text individually and independently,
- b) Analyzing and synthesizing the information from all texts, and
- c) Having a conference with other participants to get feedback on writing.

2. Action

Action is the implementation of activities having been arranged in the general planning. There are four meetings for different activities:

a. Introductory to Collaborative Study

Preparation phase was carried out for about 2 hours. It was attended by eight English teachers who worked and studied in Graduate Program Ahmad Dahlan University Yogyakarta. The program was to meet together to discuss and to inform each other in detail the grand design of Collaborative Study as one technique for Professional Development. Feez (2002: 56) says that “what is to be learned should be made clear to the learner”, so the informations were given to realize a suggestion from a visible pedagogy.

The program is mostly done in English. However, *bahasa Indonesia* is also used, especially when the participants find difficulty in expressing ideas in English and when we have to learn and understand an essential material.

The questionnaires are given to be filled out by the participants. Teachers' personal information is also submitted in order to know their own profiles of academic background. Action research is done for, from, and by us in order to make us sure that the responsibility of conducting the participation.

The topics were chosen; we decided to discuss the following topics: *Teacher Certification*, *Working Mother*, and *Boxing*. *Teacher Certification* was used as a topic. *Working Mother* was used as the first topic to write in the pre-test.

After deciding the topics to be discussed, we decided the roles of a chairperson, a facilitator, a presenter, and a secretary. All of us became the members who had rights to be active in the discussion. Maggioli (2003: 8) said that all participants took turns different roles in different meetings. Nobody could refuse the roles which were decided. In doing so, leadership was shared in the Collaborative Study.

b. Building Knowledge of the Field

It is divided into four sessions: 10 minutes preparation, 20 minutes presentation, 60 minutes discussion, 30 minutes for sharing. In this stage, the chairperson greeted us and opened the meeting by introducing the roles. Then, the presenter stands up and starts the presentation by asking us to pay her attention and to see the papers consisting of 4 pages of discussion text. She introduces the text by asking us whether we have read or understood the text. She explains the social function, the generic structure and linguistic features of a discussion text.

c. Modelling of the Text

Emilia (2005: 17) says that the concept of decision making and conflict resolution through rational debate, i.e. arguments for, arguments against and recommended course of action. While the groups were familiarized with "the power of discussion genre" in the social context. The presenter explained and asked us to see the complete model text of discussion in order to familiarize the social function and the schematic structure of discussion text.

She says that Genre in this case is the kind of text which is used based on the purpose. The social function of the text is to perform two or more different point of views toward some cases. There are three main parts: issues, arguments for and against, and conclusion. Issue is the main problem which will be discussed in

the text, argument for is the reason to support (pro) and argument against is the reason that does not support it (contra), while the conclusion is the reader's concept after considering the reasons discussed.

Table 1: Schematic Structure of a discussion text.

Stages of a discussion text/ Elements of Structure	Function
Issue	Tells the reader the problem and what will be argued about it. Gives information about the issue and how it is to be informed.
Arguments for	Tells the reader points to be developed.
Arguments against	Tells the reader points to be developed.
Conclusion/ Recommendation	Tells the reader the position held by the writer. It is also presented as the most logical conclusion. Recommends a final position on the issue.

Then, she asked us to analyze the generic structure and linguistic features of discussion text as showed in the model text entitled boxing as a whole.

Table 2: The Sample of Discussion Text

<p>Boxing By Kerry Williams</p> <p>There was a lot of discussion about whether <u>boxing</u> should be banned. The <u>people</u> who agree with this idea, such as Sarah, claim that if they do carry on boxing they <u>should</u> wear something to protect their heads. They also argue that people who do boxing could have brain damage and get seriously hurt. A further point they make <u>is</u> that most of the people that have died did have families. <u>However</u>, there are also strong arguments against this point of view. Another group of people <u>believe</u> that boxing should not be banned. They <u>say</u> that why they invent it if it is a dangerous sport. They say that boxing is a good sport, people enjoy it. A furthermore reason is <u>if</u> they can ban boxing it will ruin people's careers. After looking at the different points of view and the evidence for them I <u>think</u> boxing <u>should</u> be banned because five hundred people have died in boxing since 1884.</p> <p style="text-align: right;">http://www.readingonline.or/articles/writing/discuss1.htm</p>
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We collaboratively highlighted the significance of each linguistic features of the text to show how the grammar aspect functioned in the context of language use. We were asked to the purpose, the schematic structure, the function of each stage in the model text and the linguistic features, as displayed at the right side of the text including: generic participants, tense, modality, conjunction, passive voice.

Finally, she asked us to analyze the other model texts having been given to us. We in pairs then identified the schematic structure and linguistic features of the other texts: *Teacher Certification* and *Working Mother*. She asked us to learn the sample texts at home.

After doing that activity, the facilitator made a small resume of the presentation and offered the other participants to share their ideas of a discussion text. She led the discussion by focusing the material on two main points: talking the generic structure and talking the linguistic features of the text.

There were many different formulations of issues, arguments, and conclusion defined by all participants. They supported one another. The main point of issue is the topic that will be answered in the arguments. The conclusion is the writer's personal opinion toward the case or topic based on the arguments. There will be pro and contra.

Finally, all participants understand the same ideas on the issue in the discussion text that there are issue and preview, arguments, and conclusion. We decide to understand the linguistic features that shall be learnt at home. By this activity we can use English language in practice and we can improve our ability in speaking and understanding English.

d. Joint Construction of the Text

The activity is divided into four sessions: 10 minutes preparation, 20 minutes presentation, 60 minutes discussion, 30 minutes for sharing. The chairperson opened the discussion by introducing the roles and the topics discussed. The presenter led the participants a brainstorm the topic to be prepared. He asked us to make outline and to prepare materials for the discussion. The topic is Teacher's Certification. All of us write the ideas of the issue, arguments for and against, and also the conclusion. Then, all of them are analyzed collaboratively. There are some participants who do not agree and some others agree to whatever discussed in the Collaborative Study.

All the participants welcomed the result of the discussion. The activity gives a good influence because it can create and establish good cooperation and good attitude. It can create a feeling of happiness. All participants enjoy with the activity. They can discuss everything warmly and collaboratively, but the difficulty to cooperate each other is still found by the group of participants.

e. Independent Construction of the Text

This is the final stage of Collaborative Study, which is done to catch the valuable information. The meeting was done and lasted for two hours. It was attended by eight teachers as the participants.

The chairperson opened the discussion by introducing the role and the topic discussed. A participant presents the topic *Working Mother* and asks her friends to discuss the topic and to share ideas. They change ideas and give feedbacks based on the text they made. They feel comfortable with the discussion and open-minded to receive other participant's suggestions and corrections. The facilitator offers some questions related to the discussion and concludes the conclusion.

Basically all the participants enjoy and like very much with the activity and the Collaborative Study. They share ideas and learn together. They try to do it as well as possible in order they understand the topic, the ideas, the issues, the arguments for and against, and also the conclusion. It can be seen that there was an improvement in understanding and creating discussion texts. Leadership training can be got because every participant has different roles besides learning to improve attitude.

3. Observation

The stage of observation is done and aimed at observing the effects of action in solving the problems in mastering the text-types. The techniques used in this stage are: participants' observation, in-depth interview, questionnaires, document analysis, teacher's journal, and tests. The result of observation shows that: (1) the improvement of mastering the discussion text, (2) the teachers' awareness-raising for professional development, (3) the change of attitude, (4) the improvement of motivation and interest, (5) the improvement of language elements (grammar, vocabulary, pronunciation, skills for writing), and (6) the establishment of leadership competences and values.

a. The improvement of mastering the discussion text. In general the mastery of discussion text type improve proportionally and significantly especially in the aspects of compositional organization, cohesion, and vocabulary.

b. The teachers' awareness-raising for professional development

Observing the action of the first cycle, there was an improvement of self-awareness of the professional development as individuals or as a member of a group. All activities which are arranged and done in Collaborative Study give motivation to develop the professional skills.

c. The change of attitude

A positive change of attitude is happen. It allows all participants to be open to change in every aspect for self-improvement. Attitude in this concept is described as a stance toward self, activity or others (Freeman, 2001: 24). The researcher found that one of all participants became aware of the fact that he actually joined Collaborative Study for his own benefit.

d. The improvement of motivation and interest

All participants felt motivated and interested in joining the program. Most of them considered that it was a promising challenge and golden chance for teacher professional development that they could get.

e. The improvement of language elements (grammar, vocabulary, pronunciation, skills for writing). All participants could gain the improvement through all stages of Collaborative Study. All of them made at least one full page composition of three different themes which directly increased their mastery of vocabulary. In doing these, many references from books, magazines, journals, and news were used in order to improve their understanding of language elements such as grammar, vocabulary, pronunciation, and skills for writing.

f. The establishment of leadership competences and values

Leadership competences and values were also shared in Collaborative Study. All participants took turns in doing the meeting by playing roles of a chairperson, a secretary, a facilitator, a recorder, a presenter, an observer, and some members. They played in differen role in every meeting.

4. Reflection

The stage aimed at examining the final result of the action in the first cycle accompanied with the analysis of its strengths and weaknesses. The result of the reflection then was used as the basis for arranging the general planning in the second cycle. Every participant expressed 5 important matters namely: (1) what they felt, (2) what they got, (3) the strengths in the first cycle, (4) the weaknesses in the first cycle, and (5) the suggestions to be done in the second cycle.

The organization of report in this reflection included (1) the result, (2) the strengths and the weaknesses, and (3) the suggestions.

a. The result of Collaborative Study

Based on the data analysis in cycle I, it can be concluded that there are five main expected results like what she has predicted before the action starts and two new findings. They include (1) the improvement of the mastery of discussion text, (2) the teachers' self-awareness-raising for professional development, (3) the change of attitude and conflict management, (4) the improvement of motivation and interest, (5) the improvement of vocabulary, (6) leadership, and (7) new problems.

b. The strengths and the weaknesses of Collaborative Study

The strength consists of some points: (1) The motivation, interest, and goodwill of participants stand at the level of self-awareness for professional development; (2) The participants' positive attitude allows to be open to change; (3) Collaborative study in creating text makes participants think smoothly and lessen the burden in writing; (4) The exposure allows to be aware to study better more frequently; (5) The establishment of better relationships among others allows to become open to receive the critics and share ideas of difficult issues they encounter; and (6) The attendance of expert helps the participants very much to understand the topic.

The weaknesses can be seen from the result of data analysis, which shows that (1) There are some participants coming so late so that the meeting can

not be started on time; (2) One of the participants does not submit the work on due time; (3) Only some of the participants understand the task of the roles; (4) The decision making of the topic for writing discussion text on going process makes them find difficulty to look for references in a short time; (5) The unavailability of enough dictionaries at school makes them get difficulty to look up new words and it causes the lateness of making the discussion text; (6) One of participants express emotional reaction in the meeting; (7) The difficulty of individuals to find an idea and to collaborate it into a good writing makes them get stuck in doing the task; (8) Teacher's mastery of vocabulary, grammar, compositional organization, and other writing aspects is still low.

c. The suggestions

Based on the findings, strength, and weaknesses there are two suggestions: (1) substantial and (2) technical problem. That is why it is recommended to do the following things in cycle 2: (a) The discussion on exposition text should be made as the main topic in cycle II and the language elements supporting the mastery of the text (grammar, vocabulary, pronunciation and other micro skills for writing; (b) The designation of the roles should be made in fixed schedule and distributed two days before it starts; (c) The schedule which has been agreed collaboratively should be obeyed happily; (d) The topics for writing text at home and for the activity should be decided at the time of planning in order that the participants can submit the work on time; (e) Inviting expert is keeping on (even more than one meeting); (f) Finding new source books; (g) The implementation of it should be intensified because it is very useful for building the collaboration thought of thinking; (h) After finish doing the second cycle, it is hoped that there is a feedback either from other participants.

B. Cycle II

Substantial problem in this cycle deals with the difficulty in understanding and creating Exposition (analytical) and Explanation. The topic which will be discussed in the second cycle is exposition text. In fact the difficulty is to understand the text and the language elements such as vocabulary, grammar, and other compositional aspects. The process is concentrated on (1) the preparation of fixed schedule, the roles, and the participants' agreement on the rules of Collaborative Study, (2) joint decision on the topics for individual and joint writing, and (3) the preparation of resource books.

1. Revised Planning

A revised planning is made in order to solve the problems and accommodate the possible aspects enabling the improvement. The topic in this cycle is *Exposition text* includes analytic exposition. There is no preparation phase in this cycle because all participants understand the grand design of PAR and Collaborative Study. The participants agree to make and submit exposition text on time, to join the discussion on time, and prepare dictionary by themselves, and to be more open to share ideas during the discussion. The activities to be conducted in the second cycle are similar with the activities done in the first cycle including (a) familiarizing the social function of the discussion genre, (b) presenting the generic structure and linguistic features of discussion text, (c) presenting a model text of a discussion text, and (d) presenting other texts of discussion.

The activities done in this stage include (a) brainstorming the topic to be prepared and its arguments for and against of text, (b) making an outline of a text by adapting a text of own, and (c) creating and analyzing a text collaboratively.

The final stage for evaluation is planned which consists of the questions: (1) what is felt, (2) what is got, (3) the strength, (4) the weaknesses, and (5) the suggestions to be done.

2. Action

There are four meetings for different activities. All participants submit the agreed text to be written on time.

Table 3. Schematic Structure of an exposition text.

Stages of an exposition text/Elements of Structure	Function
Thesis	To introduce the issue and the writer's point
Arguments	The reason that support the thesis, containing any factual information evidence, description or explanation which support the thesis.
Restatement of the Thesis	To give stronger and more direct statement of the thesis introduced in the first stage.

During this stage, the participants were drawn to learn how the genre works to achieve its social purpose through the function of its stage. The participants collaboratively highlighted the significance of each linguistic feature of the text, to show how the grammar aspects functioned in the context of language use (Gibbon, 2002: 65).

a. Modeling of Text

The meeting is divided into three sessions: 60 minutes presentation, 60 minutes discussion, and 30 minutes for sharing ideas. It is attended by 7 persons, five English teachers, an observer, and a fasilitator. There is a better improvement in the aspect of time allotment because all participants submitted the agreed text to be written and nobody come late.

b. Joint Construction of the Text

It ran successfully and resulted in a text of analytical exposition text talking about *The Important of Prayer*. The process of making an analytical exposition text lasted for more than 50 minutes. All participants exchanged ideas of the topic and finally got an analytical text which was created collaboratively.

c. Independent Construction of the Text

They all realized that in making or creating an exposition text they should not only master the concept of the text itself but also the mastery of vocabulary, grammar and enough practice. Evaluation or Feedback was the final stage where we traced back and evaluated the process to catch valuable information beneficial for the study. The result of evaluation showed that all participants felt satisfied and enjoyed joining the discussion of text as what they felt and expressed in the previous cycle.

3. Observation

The techniques used in this stage were the same as those used in the previous cycle. The result of observation showed the same as those in the previous cycle (1) the improvement of their mastery of discussion text, (2) the teachers' awareness-raising for professional development, (3) the change of attitude and conflict management, (4) the raising of motivation and interest, (5) the improvement of vocabulary, and (6) leadership values.

There are some new dimensions also appeared: (1) the improvement of their mastery of exposition text, (2) the improvement of their mastery of pronunciation, grammar, and microskills for writing, (3) the establishment of self-confidence, and (4) the establishment of cooperation and collaboration.

Table 4. The result of Statistical Accounts.

POINTS	THE TASKS DURING CYCLE II		
	PRE TEST	PROCESS	POST TEST
Lowest	44	62	68
Highest	76	89	94
Average	60	75.5	81

4. Reflection

This stage aimed at examining the final result of the action in the second cycle accompanied by the analysis of its strengths and weaknesses. The result of the reflection used for arranging the general planning in the following cycle. Every participant expressed five important matters namely: (1) what they felt, (2) what they got, (3) the strengths, (4) the weaknesses, and (5) the suggestions to be done in the cycle.

a. What They Felt

They felt enjoy to follow the activities of Collaborative Study. It can effectively develop their mastery of the text using some stages implemented in the genre based approach. They help the participants to understand the concept of an exposition text and to allow them try to produce some exposition texts as those having been judged by the facilitator and expert.

b. What They Got

They could get better improvement in different aspects than mastery of the text itself. They could improve vocabularies, self-confidence, and relationship among participants.

c. The Strengths

Some aspects became the strength: (1) the motivation, interest, and self-awareness for professional development which keep on increasing, (2) the participants' positive attitude which leads us toward improvement, (3) the benefits of self-confidence and social values, (4) the exposure of activities to improve substantial and social problems, (5) the feedback from colleagues, (6) the attendance of expert, and (7) focus group discussion in every meeting becomes the most effective chance to share ideas, to give feedback and to obtain new knowledge, and to enable mutual communication among the participants.

d. The Weaknesses

The weaknesses are: (1) the less mastery of grammar still disturbs the writing process, (2) the activity can not be carried out well, (3) teachers' mastery of general compositional organization, and other writing aspects are still beyond the reach, (4) one participant still can not submit the work on time.

e. The Suggestions

The suggestion or the recommendation is given based on the findings, weaknesses, and strengths found in the previous section. They are: (1) discussing explanation text as the main topic beside the language elements supporting the mastery of the text, (2) discussing the language aspects including compositional organization, cohesion, coherence, grammar, and mechanical accuracy and other

writing skills, (3) decreasing the meeting and stressing the activity, (4) keeping on inviting expert and conducting feedback session, (5) helping participants having difficulty in writing text through discussion in every meeting, and (6) carrying out the activity of Collaborative Study as well.

V. Conclusion And Suggestion

A. Conclusion

Based on the findings in conducting Collaborative Study, there are some conclusions viewed from several dimensions.

First, the implementation of Collaborative Study is successful in some ways, such as: First, Collaborative Study can develop professional competence effectively. The competence includes the mastery of English text-types especially on discussion, exposition, explanation, linguistic elements, and other micro-skills for writing.

Second, Collaborative Study can raise self-awareness for professional development as individuals or as a member of a group intensively and significantly. Self-awareness is the core of professional development. During the stages, the participants learn, record, write, and look for sources by themselves besides learning from other participants. The participants can understand their strengths and weaknesses.

Third, Collaborative Study can develop the behavioral/personal competence effectively. Behavioral competence refers to personal competence characterized by some indicators such as emotional awareness, self-confidence, self-control, trustworthiness, adaptability, innovativeness, self-motivation, self-commitment, initiative and optimism.

Fourth, Collaborative Study improves social competence significantly. It is one of teachers' competencies which should be mastered. It is defined as possessing and using the ability to integrate thinking, feeling, and behavior to achieve social tasks and outcomes valued in the host context and culture. Social competence is developing significantly through the interaction and communication in the process of Collaborative Study.

Fifth, Collaborative Study can develop leadership competencies and values by the rotation of taking turns in conducting the meeting. Leadership means the ability of an individual to set an example for others and lead from the front. It is an attitude that influences the environment around us. The participants have the same opportunities for conducting the meeting.

B. Suggestion

Some suggestions are given in order to make the teacher professional in teaching reading and writing improve:

First, teachers should be actively involved in the professional development to improve their mastery of subject matter (content knowledge) especially English Texts through Collaborative Study. There are some tips which can be done by teachers:

1. The member of participants in conducting Collaborative Study must be less than 10 people.
2. The teachers, as participants, should make all colleagues well informed of what Collaborative Study is.
3. It is recommended that the mastery of micro-skills for reading, writing, listening, and speaking should not be separated.
4. The attendance of the expert is a must.
5. The program and topics must be in line with the policy of government related to educational issues.
6. It is suggested to apply the principles of adult learner suggested by Maggioli (2003: 3).
7. It is suggested to the other researcher to continue pursuing professional development by developing some dimensions which have not been developed.

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