

TEACHING READING HORTATORY EXPOSITION TEXT BY USING COLLABORATIVE
LEARNING TO ELEVEN GRADERS OF MAN SURABAYA

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Abstrak

Penelitian ini difokuskan kepada implementasi dari Pembelajaran Kolaboratif didalam pengajaran membaca teks Eksposisi Hortatory. Dan, tujuan dari penelitian ini adalah untuk memberikan penjelasan dan interpretasi tentang pengajaran membaca teks Eksposisi Hortatory melalui Pembelajaran Kolaboratif kepada para siswa. Penjelasan meliputi: (1) Bagaimana implementasi Pembelajaran Kolaboratif didalam pengajaran membaca teks Eksposisi Hortatory kepada kelas 11 di MAN Surabaya, dan (2) Bagaimana respon para siswa terhadap implementasi Pembelajaran Kolaboratif didalam pengajaran membaca teks Eksposisi Hortatory kepada kelas 11 di MAN Surabaya. Penulis mengaplikasikan penelitian kualitatif dan menggunakan 2 instrumen penelitian, yaitu: lembar observasi dan angket. Dan, penulis menggunakan 3 langkah cara untuk menganalisis dan menginterpretasi data, yaitu: reduksi data, sajian data, dan verifikasi.

Hasil penelitian ini menunjukkan bahwa pembelajaran Kolaboratif ini membuat para siswa dapat mengembangkan lebih baik antara kognisi dan pikiran kritis daripada mereka belajar secara individual. Kemudian, para siswa dapat membagi ilmu pengetahuan bersama untuk mengoreksi kesalahan informasi atau mungkin menambahkan agar menjadi lebih baik. Dengan Pembelajaran Kolaboratif, para siswa dapat mengeksplorasi pemahaman yang dimana dapat membantunya didalam proses belajar-mengajar. Disamping itu, para siswa menjadi lebih bertanggung jawab terhadap apa yang dilakukan didalam maupun diluar kelas. Oleh karena itu, para siswa sangat menikmati dan antusias dengan guru yang dimana menggunakan teknik Pembelajaran Kolaboratif ini untuk mengajar mereka.

Kata Kunci: Pembelajaran Kolaboratif, Lembar Observasi, Angket, Sajian Data, Reduksi Data

Abstract

This research focuses on the implementation of Collaborative Learning in teaching reading Hortatory Exposition text. And, the purpose of this research is to give the explanation and interpretation about teaching reading Hortatory Exposition text through Collaborative Learning to the students. The description includes: (1) How is the implementation of Collaborative Learning in teaching reading Hortatory Exposition text to the eleven graders of MAN Surabaya, and (2) How are the students' responses toward the implementation of Collaborative Learning in teaching reading Hortatory Exposition text to eleven graders of MAN Surabaya. The writer applies qualitative research and uses 2 research instruments, they are: observation sheet and questionnaire. And, the writer uses 3 steps to analyze and interpret data, they are: data reduction, data display, and verification.

The result of this research shows that Collaborative Learning make the students can improve the cognitive and critical thinking better than they work individually. Then, the students can share the knowledge together to correct the wrong information or maybe add the information to make it better. By Collaborative Learning, the students can explore their own understanding which can help them in the teaching-learning process. Beside that, the students become more responsible of what they do inside and outside the classroom. Therefore, the students are very enjoy and enthusiastic with the teacher who uses Collaborative Learning to teach them.

Key Words: Collaborative Learning, Observation Sheet, Questionnaire, Data Display, Data Reduction

INTRODUCTION

English, nowadays, has not only become an international language, which is used in international communication, but also in the language of business and government. According to Bertheu (2008:52) explains that English is the language of business and government even in some countries where it is a minority language.

Realizing the importance of English, the government of Indonesia has decided to include English as a compulsory subject which taught from Elementary to university level. Therefore, it is a must for everyone to study English, so that they can understand about English usage and can apply it in the daily life.

The aim of teaching English in Senior High School is to master four skills, namely listening, speaking, reading, and writing, and three components which are grammar, pronunciation, and vocabulary. Listening and reading are regarded as receptive skills, whereas speaking and writing are regarded as productive skills. This purpose should be taken into account by the teachers in implementing the teaching techniques in order to enable the students to master it. Moreover, the students are expected to be able to communicate in English based on the competency level which should be mastered. In Junior High School, the competency level which should be mastered is functional level, while in Senior High School, the competency level which should be mastered is informational level. Depdiknas (2004:30) explains the target of English education in Junior High School is to master the functional level which is the ability to communicate written and orally to solve the daily life matters, whereas in Senior High School is to master informational level which is the ability to gain information whether written or spoken. Thus, English education should facilitate students to develop those literacy competences.

In Senior High School, where the students are expected to master informational level, reading is considered very important to enable the students to access the knowledge in the academic purposes. It is to prepare the students to continue their education in higher level. Since many educational institutions use English as a basic medium in teaching and learning process, many textbooks and literatures are presented in English. That is why reading skill plays a very important role. By reading, the students can enlarge or enrich their knowledge and experience, because, most of information they need is served in written form. Besides, students' in Indonesia are expected to master some types of text. In Junior high-level, the texts should be mastered well are recount, descriptive, procedure, and narrative, while in Senior high-level, the texts should be mastered are recount,

descriptive, narrative, hortatory exposition, analytical exposition, procedure, spoof, anecdote, report, and news-item text (Depdiknas, 2004). Each text has its characteristics and social function.

One text regarded very important is Hortatory Exposition. Hortatory Exposition is a text which represents the attempt of the writer to have the addressee do something or act in a certain way. Hortatory Exposition text can be found in journals, magazines, academic speech, etc (Martin in Goutsos, 1997:37). Therefore, because of that importance, the students are expected to master it well, especially for academic purposes. In order to master it well, the comprehension ability in reading is needed. According to Olson and Diller (1982:42), reading comprehension is a term used to identify the skills needed to understand and apply information contained in a written material. Considering the importance of reading skill, the teacher should have an appropriate technique to applied in teaching reading comprehension. The teacher can use some methods of teaching reading, so that the students can enjoy and be stimulated in learning reading comprehension. One of them is by using Collaborative Learning.

Collaborative Learning, in which students work in small groups to learn academic material is one of the most extensively studied and widely used classroom innovations. According to Stahl (1994:1) that there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens. This learning, is really different with the traditional group work. In traditional group work, the students are asked to work in group with no attention paid at all to group functioning, whereas in Collaborative Learning, group work is full of prepared, planned, and monitored.

Collaborative Learning itself refers to a variety of learning in which students work in small groups to help one another learn academic content. In collaborative classrooms, the students are expected to deliver their opinion with each other and discuss the topic which is given by the teacher, to measure each other's capability and to know the understanding among the students (Stahl, 1994:1). Collaborative Learning is being used as teacher's main way of organizing classroom instruction.

Collaborative Learning can be used effectively in every grade level to teach every type of content. There are many reasons why Collaborative Learning is proper to use in the educational practice. Stahl (1994:5) stated that so all the students can achieve higher academic success individually then were the study alone. It may help the teacher to increase the student achievement, to

improve the student intergroup relations, and helps the student to learn, to think, to solve the problems, and to integrate and apply knowledge and skills.

According to above description, the question of the research can be stated as follow:

1. How is the implementation of Collaborative Learning in teaching reading Hortatory Exposition text to the eleven graders of MAN Surabaya?
2. How are the students' responses toward the implementation of Collaborative Learning in teaching reading Hortatory Exposition to the eleven graders of MAN Surabaya?

RESEARCH METHODOLOGY

This chapter describes the research method in applying the study and to study the subject. Research design, subject of the study, and research instruments are presented detailed in this chapter. Data collection technique and data analysis technique are also substantial parts of this chapter. In conducting the research, the appropriate design of this research is descriptive qualitative research. This research's function is to understand a phenomenon by focusing on the total picture rather than breaking it down into variables (Ary dkk, 2010, 2006:29).

By using qualitative research, this design will focus on understanding events by verbal narratives and observations rather than numbers at usual. It showed not only what happened during the observation, but also the participants' (in this case, the students) feeling and opinion. Therefore, the result of the study was an explanation and interpretation of the phenomena existed during the teaching learning process as it was in rich detail. In this case, the purpose of the study was to give the explanation and interpretation about teaching reading Hortatory Exposition through Collaborative Learning to the students, so that they can give the response about it during teaching and learning process.

The observation was conducted 3 times through the English class process. The teacher showed his technique in front of the class. After that, the teacher asked the students to make some groups. In the class, there are 36 students. So, 1 group consist of 4 students.

And then, the subjects of the study are 36 students and the teacher in XI-IS 2 of MAN Surabaya. The students in XI-IS 2 class like to work together than individually. And, the teacher always help them if they find some problems. And, the reason why the researcher chose Senior High School students and teacher was because they were very kind and cooperative with the

researcher while the researcher is fulfilling the data of the observation.

Then, it is the essential action for the author to select the effective advantageous instruments to any research methodology. In a qualitative research, the main point of the instrument was the author, in this case, the researcher, because he was involved in the research methodology personally. In this occasion, there are 2 ways to collect the data:

1. OBSERVATION SHEET

According to Ary (2010: p. 216), in qualitative research, observation are made in order to get a comprehensive picture of a situation and the product of the observations is notes or narratives. To collect the data, the researcher used observation sheet to note any important data during the observation. The observation sheet was adapted from Brown (2001: p. 432-434). It presented a list of the behaviors that were to be observed.

2. QUESTIONNAIRE

Questionnaire was used to collect the students' responses toward the implementation of Collaborative Learning to teach reading Hortatory Exposition texts. It was given to the students at the end of the teaching-learning process (in this case, after observation) to enable them to answer all of the questions.

In collecting the data, the researcher used Hortatory Exposition worksheet. The researcher also used questionnaire test to get a measurement, because the researchers had to fulfilling the data of his research. So, the researcher had to precise and accurate while he did his research.

The classroom observation was done through three sessions of English class. Each starts from 1.30 p.m. to 3.00 p.m. After that, the teacher did Collaborative Learning and gave them assignment at the end of the teaching-learning process, and the result was this technique was appropriate to the students in reading class.

In data analysis technique, the researcher must organize what he has seen, read, and tried to make sense of it in order to make the interpretation, developed the theories, or find new questions. It is stated by Ary (2010:481) that analysis involves reducing and organizing the data, synthesizing, searching for significant patterns, and discovering what is important. In here, there were 3 steps to analyze and interpret the data:

1. DATA REDUCTION

The researcher focused and transformed the data appeared into the observation sheet during the observation and the subject responses from the questionnaire. After that, the data were analyzed descriptively.

- Firstly, the researcher analyzed the activities conducted by the teacher and students when Collaborative Learning was applied. He got more extra information from the observation sheet such as the students' scores from the post reading activities. Then, he made a transcript from the recording

- Secondly, the researcher collected the students' questionnaire. Then, he transformed the answers into essay to make it easier to understand.

2. DATA DISPLAY

The researcher organized the information that transformed in the previous step into a draw conclusion.

- First, the researcher synthesized the information and ordered them in the several sections.

- Second, the researcher explained about how and why the relationship between phenomena existed by connecting the new knowledge with what is already known. Then, the researcher arranged the results chronologically.

3. VERIFICATION

The researcher write about the draw conclusion as the project progresses. Finally, the final conclusion would be appeared when the data analysis was finished.

The result of the research is the effectiveness of Collaborative Learning to teach reading of Hortatory Exposition text. They could reach the goal of the lesson. Beside that, the students could get so many experiences about this technique.

Then, the researcher collect the students' questionnaire, so that the researcher could know and understand the differences of the students' mind. After that, the researcher gave them explanation about this technique in front of the class to the students. While the students listened to the researcher's explanation, the students could guess the benefits of this technique.

RESULT AND DISCUSSION

The Implementation of Collaborative Learning

In the point of the research, the researcher focused on the implementation of Collaborative Learning in teaching reading Hortatory Exposition texts. To realize that point of the research, the researcher did the observation 3 times, on May 22nd, 27th, and 29th 2014. In each day of the research, the allocation time in the teaching-learning process was 2x45 minutes. It contains 3 phases of learning, pre-activity, while-activity, and post-activity. The research was held at afternoon time from 1.30 p.m. until 3.00 p.m. according to the description above, the researcher wanted to answer the first researcher question "How is the implementation of

Collaborative Learning in teaching reading Hortatory Exposition text to the eleven graders of MAN Surabaya?". And then, the researcher answered the first research question by using Observation Sheet.

In the implementation of Collaborative Learning, at the first day of observation held on May 22nd 2014, in Pre-Reading stage, the teacher reviewed the previous material about Narrative text at a glance and she continued to the new material, Hortatory Exposition text. After that, she explained about the generic structure and the language features of this text. Then, the teacher showed another examples of Hortatory Exposition text by using PowerPoint material in LCD projector and the students identified the generic structure and the language features with their own knowledge. In While-reading stage, the teacher asked them to make some groups consist of 4 students to answer the questions based on the material that given by the teacher.

In Collaborative Learning, the students could improve their cognitive and critical thinking better than they worked individually. As stated by Dillenbourg (1999:1) that Collaborative Learning is broadly defined as a situation in which two or more people learn or attempt to learn something together, and more specifically as joint problem solving. So, in this case, the students have to build their respect and bravery to collaborate with other member of the groups. Then, in Post-Reading stage, the teacher gave the assignment dealing with the text to strengthen their cognitive. Then, the teacher gave the conclusion and suggestion about the recent activities before the class over. At the same time, she gave chances to her students to ask everything about the recent activities and no one asked at all. So, the teacher thought that all of the students had understood about what they performed recently.

Then, in the second day of observation held on May 27th 2014, the activities were almost same with the first observation. But, in the second observation, the teacher asked the students to bring the dictionary. In the first observation, the teacher did not ask them to bring the dictionary. So, the students often asked the difficult words from their teacher.

In the reading process, the students have experiences about their weaknesses, which can increase their mind and interest. Motivation in the classroom is very important to build the enjoyment of the learning process at the school. This is the challenge for the teacher to make the teaching-learning process better. As stated by Gottfried (1990:525) that academic motivation in particular as the 'enjoyment of school learning characterized by a mastery orientation, curiosity, persistence, task-endogeny, and the learning of challenging, difficult, and novel tasks'. Pleasant

classroom and good process in the teaching-learning, usually make the students are proactive to find the difficult words and the meaning of the teacher's explanation and criticize it with their reason.

In that day, some of the students did not bring the dictionary. So, the teacher asked them to join in other groups to find together to the new words and increase their vocabularies. Overall, all of the group of students can join their teacher's instruction, so that, the students can do the work effectively. Then, in Post-Reading stage, the researcher looked that there is no diversity from the first and second observation. The teacher gave them conclusion and suggestion about the recent activities in the classroom. The difference was the teacher asked them to do the exercise as homework. In the first observation, the teacher only gave them conclusion and suggestion at the end of the teaching-learning process.

Then, in the third day of observation held on May 29th 2014, in Pre-Reading stage, the teacher, as usual, gave the students an understanding about the previous material briefly. Then, the teacher looked into the student's previous task. She concluded that all of the students had understood about using Hortatory Exposition text very well. They also knew about the position of Thesis, Arguments, and Recommendation. Collaborative Learning made the students can finished some problems together and they knew each other of the strengths and weaknesses of each member of the groups. It is stated by Roschelle and Teasley (1995) that the partners must have ways to introduce and accept knowledge, monitor exchanges for evidence of divergent meanings, and repair any divergences identified. The students in Collaborative Learning can share the knowledge together to correct the wrong information or maybe add the information to make it better.

In the second and third day of observation, the researcher looked that there is no diversity from the second and third day of observation. The teacher kept her consistency in reviewing the previous material and delivering the material become interesting for her students. With Collaborative Learning, the students could explore their own understanding which can help them in the teaching-learning process. So that, they could do the best, but responsible in the classroom. It is stated by Van Boxtel, et al. (2000) explained that Collaborative Learning allows the students to provide explanations of their understanding, which can help students elaborate and reorganize their knowledge.

After that, the researcher compared about the first and third day of observation. In the first day of observation, some of the students did not bring the dictionary and the teacher did not give the assignment at the end of the teaching-learning process. And, in the third

day of observation, the students brought dictionary, and they were able to minimize their mistakes, because of their desire to know and understand about the material. And their teacher helped them if they find the difficulties.

Then, before the teacher asked the students to make some groups, the teacher held guessing-words session. In this session, the teacher brought many cards that contain long sentences that incomplete in it. The teacher asked them to guess the missing words to make a good definition. The students were very happy in this session. They could increase their ability in vocabulary. Also to reduce the student's anxiety. Furthermore, in the first until third day of observation, the teacher could develop her ability in the teaching-learning process. The teacher might develop her way in language learning, so that, the students perceived enjoy but seriously, not nervous with their teacher.

In giving assignment, in the second and third observation, the teacher gave it sequentially. In the second day of observation, the teacher only gave them one passage to do to measure how far the students could reach the purpose of language learning. In that day, the teacher used 2 models of student's worksheet. In the teaching-learning process, the teacher never use English books at all. During English learning in MAN Surabaya, the teacher only used student's worksheet that she bought from the school's cooperation. To explore more material, the teacher used other student's worksheet from ACCESS to ENGLISH COMPETENCE published by GALUH SANSKERTA INTI. In MAN Surabaya, the teacher and the students used student's worksheet from KHARISMA-BAHASA INGGRIS UNTUK SMA published by CV. HaKa MJ.

And, in the third day of observation, the teacher gave them 2 passages of Hortatory Exposition text that talked about the importance of the students in wearing school uniform. At that moment, the teacher wanted to measure deeper about the sharpness of the students' analysis. In implementation of Collaborative Learning at the classroom, the students are enthusiastic with this technique as a way to increase academic score and develop their learning. So that, the students can reach better achievement in the teaching-learning process. According to Australian Catholic University (2012) that by Collaborative Learning, the students can maximize their learning and that of their peers. The teaching-learning process will be successful if the teacher understand about the strategies of Collaborative Learning.

And then, in the first until third day of observation, the teacher gave the freedom to the students to ask everything dealing with the lesson. Some of them were expressed their own ideas, understandings, opinions, and

sometimes they tried to give the solution dealing with problem solving in the lesson. In this case, the teacher wanted her students to proactive in 3 categories of learning. The 3 categories of learning were cognitive, psychomotor, and affective.

At the same time, during 3 days of observation, the teacher did the teaching-learning process in a good sequence. She taught her students based on the lesson plan. So, in this case, she could reach the purpose of learning. She did the indicators in the lesson plan systematically. She implemented Collaborative Learning very well during the teaching-learning process. For example, the teacher informed the students about the topic of the text, gave understanding to the students in linguistic feature, vocabulary, and word or phrase recognition. And, she always conducted the follow-up activities very well. The students liked her personality in the teaching-learning process.

Then, the teacher was very wise and good in decision making. She was patient in giving positive feedbacks to the students' responses. She maintained eye contact. Sometimes, she gave humor to her students to reduce their anxiety in language learning. Her voice was very smooth, but systematic in describing something from the beginning until the end. She was also relaxed in her explanation with clarity and good intonation. Beside that, she was good looking and cheerful.

During 3 days of observation, except in the first day of observation, the teacher emphasized her students to memorize new words. So that, the students could increase the vocabulary which important point in language learning. At the same occasion, the teacher asked the students to memorize English expressions which used to communicate with other. Apart from this, both observation sheet and questionnaire, there is no significant differences. One and others are interrelates.

The Students' Responses Toward The Implementation of Collaborative Learning in Teaching Reading Hortatory Exposition Text

In the second research question, the researcher wrote "How are the students' responses toward the implementation of Collaborative Learning in teaching reading Hortatory Exposition text to the eleven graders of MAN Surabaya?". To answer this research question, the researcher used research instruments of Questionnaire. In the first research question, the researcher used Observation Sheet to answer it. In here, the students were fulfilling questionnaire.

According to the researcher's observation, mostly, the students became more responsible about what they do inside and outside the classroom. They could solve the problems by sharing knowledge together based on their

level of comprehension. It could make their mind more critical with Collaborative Learning. Beside that, when the teacher gave them mini games of guessing-words before they entered the learning process, they were enthusiastic and proactive. They did not feel anxious anymore to other students and their teacher.

In the student's mind, they thought that the teacher was very different from other English teacher at the school in delivering the material by using learning method, in this case, Collaborative Learning. The students looked that every English teacher has different way in the learning process by using learning method in the classroom.

Then, the students liked in exchanging their opinion in English during group discussion. They also had different needs that asked the teacher to deliver the material in many ways at the teaching-learning process, but in the scope of Collaborative Learning. So, in this case, the students were very important in the teaching-learning process with their different background of knowledge and the teacher should handle the class creatively. So, both the teacher and the students could build good relationship in the classroom.

Furthermore, the students were very enjoy and enthusiastic with their teacher who used Collaborative Learning to teach them. In the afternoon which can make the boredom appear among the students, they tried to concentrate to the teacher's explanation, so that the students could get the benefit of Collaborative Learning. And the result was the students kept her enthusiasm although they felt sleepy. Beside that, mostly, they were easy in understanding the materials. From 2 material books, the students could develop their understanding into a good brief description. The students could do that, because of their teacher's help and the togetherness from other students in transferring the knowledge. So, they could elaborate and synthesize the material of Hortatory Exposition text easier. However, the role of the teacher was the important thing as the facilitator of the students and decision maker. From that condition, the students' responses toward that implementation of Collaborative Learning was very good in terms of students' discipline, togetherness, built good relationship with the teacher, and respect to other, from other students until the teacher inside and outside the classroom. Apart from this, both observation sheet and questionnaire, there is no significant differences. One and others are interrelates.

CLOSING

Conclusion

Collaborative Learning in teaching reading Hortatory Exposition text to XI-IS 2 class in MAN Surabaya had

done very well. It showed from the stage of Pre-Reading until Post-Reading. The teacher showed her consistency in the teaching-learning process in informing the topic of the text to the students until assuring them to participate in front of class. Then, the teacher asked the students to make some groups consist of 4 students to solve problems together. And then, she asked all groups to memorize new words and bring the dictionary.

After that, during three times of observation in the classroom, the researcher concluded that the teacher was very good in increasing the students' vocabulary which important point in language learning. And then, the teacher always gave them the assignment to sharpen the students' knowledge about the material given.

Then, the students were very good in response the lesson material of Hortatory Exposition text from the teacher. The students perceived easier when they received the material by using Collaborative Learning. It showed from the teacher built togetherness with the students to transfer the knowledge. Beside that, the students kept the enthusiasm of the subject taught in the classroom. Collaborative Learning made the students have a spirit of study than they studied individually.

After that, the students showed the bravery in the teaching-learning process. It showed from the students were active in showing the arguments and developing the critical thinking. Collaborative Learning made the students perceived enjoy in understanding the lesson material of Hortatory Exposition. And then, the students could share the knowledge together to solve problems. Also, they could responsible of what they do in the teaching-learning process in the classroom.

So, during three days of observation at MAN Surabaya about implementation of Collaborative Learning had done very well. It showed from the discipline and responsibility among the students. From Pre-Reading until Post-Reading stage, the teacher kept her way in delivering the material became interesting for the students. The students liked her teaching, relax but serious. The teacher delivered the lesson material sequentially. also, she looked cheerful and patient to the students during the teaching-learning process. The students perceived enjoy when the teacher gave them some update information to strengthen the knowledge. Therefore, both the teacher and the students built good relationship during the teaching-learning process in the classroom.

Suggestion

For the teacher

From the observation that the researcher did 3 times in XI-IS 2 class at MAN Surabaya, the researcher hopes

that the teacher can develops the patience in eliciting responses. Because, the students have different way of thinking to answer the teacher's question. Then, the teacher tries again to give the students a brief and clear citation to support statements. The students, sometimes, asked a brief and clear references from the teacher to increase the knowledge of the subject taught. And then, the researcher hopes that the teacher can diffrentiate between fact and opinion better. Because, the students, usually, get panic about fact and opinion that shown in the internet or their book materials. So, the students, usually, ask to the teacher about the clear and brief information about fact and opinion of subject taught. In this case, if the teacher can not show clear and brief information about fact and opinion to the students, so, they think that fact and opinion are same in people's perception.

In other situation, the researcher hopes that the teacher inserts the information about grammatical structure in the reading process. It means that, the teacher must not wait until the end of reading process to explain grammatical structure, but in the middle of reading process, the teacher can explain briefly about grammatical structure and also the prediction of what happen next, dealing with the subject taught. And then, the researcher hopes that the teacher can inform the students to use a table or a chart in transferring information, also a brief and clear description from that table or chart. Because, it can make the students more enjoyable in studying or reviewing the material by using table or chart.

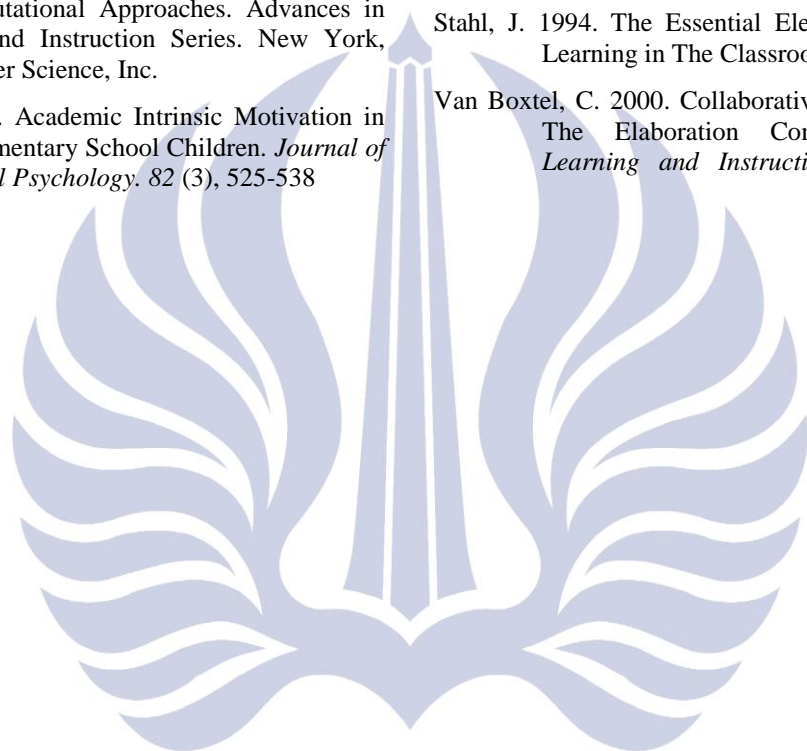
For the students

During 3 times of observation that the researcher did in XI-IS 2 class at MAN Surabaya, the researcher hopes that the students keep the consistency of study in the teaching-learning process, because, the students, generally, feel the boredom of study, because of the teacher teaches the students in a conservative way. It can make the students feel anxious in the classroom. So, in this case, the role of the teacher is very important in delivering the technique of Collaborative Learning in the classroom, because, mostly, the students look that Collaborative Learning change their mind become critical and natural in thinking. Also, the students more responsible of what they do and perform in the classroom.

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