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Students' Perception towards Collaborative Learning's Contribution to Students' Active Participation in ELT Class

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Abstrak: Pembelajaran Kolaboratif menggantikan paradigma pembelajaran yang pasif dengan model pembelajaran yang proaktif dan interaktif dalam proses pembelajaran. Pembelajaran kolaboratif telah diterapkan dalam proses pembelajaran oleh para pendidik, mulai dari tingkat pemula hingga tingkat universitas. Penelitian ini bertujuan untuk mengeksplorasi persepsi mahasiswa terhadap kontribusi pembelajaran kolaboratif terhadap partisipasi aktif mereka dalam proses pembelajaran. Pendekatan metode campuran digunakan dalam penelitian ini dengan menggunakan desain metode campuran sekuensial eksplanatori. Data kuantitatif dikumpulkan dari kuesioner yang didistribusikan kepada 74 mahasiswa Program Studi *Tadris* Bahasa Inggris di UIN Datokarama Palu, sedangkan data kualitatif dikumpulkan dari wawancara. Hasil penelitian menunjukkan bahwa para mahasiswa memberikan reaksi positif terhadap kontribusi implementasi pembelajaran kolaborasi dalam mendorong keterlibatan aktif mereka dalam proses pembelajaran. Partisipasi aktif siswa dalam proses pembelajaran ditunjukkan dalam tiga hal. Pertama, pembelajaran kolaboratif meningkatkan interaksi mahasiswa dengan teman sebayanya dalam proses pembelajaran. Kedua, pembelajaran kolaboratif mendorong keterlibatan mahasiswa. Terakhir, kegiatan kolaboratif mendorong mahasiswa untuk menghasilkan ide.

Kata Kunci: Partisipasi Aktif; Pembelajaran Kolaboratif; Persepsi

Abstract: Collaborative Learning replacing the passive learning paradigm with a proactive and interactive model. It is had been implemented in the learning process by educators, started from beginner level to the university level. This research intended to explore the students' perception toward collaborative learning' contribution to their active participation in the learning process. A mixed method approach is employed in this research with the explanatory sequential mixed methods design. The quantitative data were gathered from the questionnaire that was distributed to 74 students of English *Tadris* Study Program at UIN Datokarama Palu, while the qualitative data were gathered from the interview. The findings revealed that the students give a positive reaction to the contribution of CL implementation in promoting their active engagement in the learning process. The students' active participation in the learning process is demonstrated in three points. First, collaborative learning enhances the students' interaction with their peers in the learning process. Second, collaborative learning encourages the students' engagement. Finally, collaborative activities promote students to generate ideas.

Keywords: Active Participation; Collaborative Learning; Perception

INTRODUCTION

Students' active participation in learning is a key element in creating a dynamic and effective educational environment. Actively participating students will engage in cognitive tasks that involve higher-order thinking, such as analysis, synthesis, and evaluation. According to Johnson and Johnson, engagement can be categorized into three distinct types: behavioral engagement, which involves attending class and completing homework; cognitive engagement, which entails making an effort to comprehend information and acquire advanced skills; and emotional engagement, which refers to positive responses towards classmates, academic tasks, materials, and teachers (Johnson & Johnson, 2016). Within this context, it is suggested that strategies advocating active learning be characterized as instructional activities that engage students in practical tasks and prompt them to reflect on their actions (Bonwell & Eison, 1991).

Educators, especially in college, have a responsibility to promote students' active participation in learning through the integration of diverse interactive teaching techniques that directly involve students in the learning process. It is attempted to redirect attention away from passively receiving information and towards actively engaging students, stimulating critical thinking, problem-solving, and the practical application of knowledge. Student-centered learning has been extensively implemented in formal education in Indonesia, spanning from elementary to university level. Educators are required to establish a vibrant and student-centered classroom atmosphere where students are encouraged to actively explore, question, and engage deeply with the subject matter. The college classroom offers various opportunities for implementing efficient strategies to promote students' active participation. These strategies include utilizing technology to produce interactive and immersive experiences, problem-based learning, collaborative learning, etc.

Collaborative Learning goes beyond the traditional boundaries of the classroom, replacing the passive learning paradigm with a proactive and interactive model. In CL environment, the students are no longer just recipients of knowledge, but constructor of knowledge, interacting with one another to design, discuss, and create shared understanding. the students are expected to be able to demonstrate their ability in communication, collaboration, creative thinking, and critical thinking. In order to promote those abilities, effective interaction among students is needed. Students who are actively participating in a meaningful discussion are more likely to acquire a new understanding and exhibit improved text comprehension. The interaction among students with different prior knowledge, background experiences, and perspectives can promote their critical thinking skills and enhance their ability to comprehend complex concept at a higher level (Sembiring, 2018).

CL is an approach of teaching and learning process that encourages students to work actively in small groups or pairs to solve a problem, finish a task, or develop a product (Laal & Ghodsi, 2012). It promotes active, shared, deductive, and independent learning (Irzawati, 2023). Thus, the essence of collaborative learning lies in the cooperative foundation of students collaborating to enhance their own and each other's learning. Scholars have described numerous activities that can be used with CL; jigsaw, roundtable, think-pair-share, numbered heads, and many more. The activities are tailored to skills, learning materials, and the students' need.

CL plays a big role in creating an active and interesting environment in the classroom. CL creating mutual interactions between one another; students are able to engage in discussions with their peers, present and defend their ideas, exchange different beliefs, challenge other conceptual frameworks, and actively participate in the learning process (Agustina, 2022). This learning model requires the students' active role in the classroom. The students should work together to gather information from different resources and experiences. Through collaborative learning, the students can demonstrate their abilities in group work, work productively with others, interact actively with the group members, respect different perspectives, and so on.

Previously, there have been several studies investigated the implementation of CL. A finding revealed by Irzawati (2023) that CL fosters a support system, cultivates effective communication skills, encourages independent learning, facilitates meaningful interaction, boosts motivation, confidence, and critical thinking, and deepens knowledge, insight, and experience are among the pros of collaborative learning. These are some of the advantages of collaborative learning. On the other hand, the disadvantages of collaborative learning encompass uneven allocation of tasks, interpersonal conflicts, and sources of distraction. In line with it, another finding showed that there was a significant relationship between collaborative learning and learners' academic performance (Cagatan & Quirap, 2024). In addition, numerous studies revealed about the implementation of CL in improving the students' speaking skills (Adnan Salih & Abdelameer, 2022), listening skills (KIRBAŞ, 2017), writing skills (Fatima, 2015), and reading skills (Zalukhu et al., 2023).

Most studies generally focused on the use of CL to improve English language skills, advantages and disadvantages of CL, and the relationship between collaborative learning and learners' academic performance. Nonetheless, research on students' viewpoints towards the contribution of collaborative learning in promoting their active engagement in classroom, especially in ELT classes is still limited. Therefore, this study bridges the gap by exploring students' perceptions of the collaborative learning contribution in supporting their active participation along with the barriers they may face in its implementation in ELT classes.

This research investigated students' views on the contribution of collaborative learning in promoting their active participation in learning in ELT classrooms. The novelty

of this study lies in its thorough analysis of EFL learners' perspectives which can broader the educators' knowledge about the contribution of CL to EFL learners' active participation in classroom The research problem of this study is "How do students perceive the contribution of cooperative learning to their active role in ELT classes?"

RESEARCH METHODOLOGY

A mixed method is employed in obtaining the students' perception on cooperative learning contribution to students' active role in ELT classes. Mixed method is selected due to its ability to leverage both qualitative and quantitative research, while mitigating the constraints associated with each approach (Creswell & Creswell, 2018). The explanatory sequential mixed methods design is applied in this research. This design consists of two distinct phases of data collection. In the first phase, the researcher gathers quantitative data, analyses the findings, and subsequently utilizes these results to design or the second phase, which involves qualitative data collection (Creswell & Creswell, 2018). The data collection process is carried out in two distinct phases, the first phase (quantitative phase) involves rigorous quantitative sampling and the second phase (qualitative phase) involves purposeful sampling.

The quantitative data were gathered from the questionnaire that was distributed to the 74 students of English *Tadris* Study Program at UIN Datokarama Palu. The Graphic rating scale questionnaire was applied in this research, specifically, the researcher applied Likert scale with 5 numerical values: 5 (Strongly Agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly Disagree). While for the qualitative data, it was gathered through in-depth interview to 6 students of TBI in order to acquire a more thorough conclusion. The researcher employed SPSS in analyzing the quantitative data gathered from questionnaire. While for qualitative data, the interview results were transcribed carefully from audio recorder into written text to support the quantitative data.

FINDING AND DISCUSSION

This study investigated the students' perception toward collaborative learning's contribution to their active participation in ELT classes. The results of the research that will be presented below are obtained from distributing questionnaires and interviews to the students at ELT classes.

Table 1. Frequency Distribution of Students' Perception

No	Statement	SDA	DA	N	A	SA
1	I regularly work in pairs, triads, or small groups during class activities.	1.4%	2.7%	12.2%	48.6%	35.1%

		SDA	DA	N	A	SA
2	I collaborate effectively with my group members on projects and assignments.	0%	2.7%	9.5%	52.7%	35.1%
3	Working with others helps me stay engaged and motivated in the classroom.	2.7%	1.4%	10.8%	48.6%	36.5%
4	I find it easy to communicate and interact with my peers during collaborative learning.	1.4%	2.7%	9.5%	56.8%	29.7%
5	Collaborative learning has improved my overall classroom experience.	1.4%	1.4%	16.2%	51.4%	29.7%
6	I feel more engaged and participative in the classroom due to collaborative activities.	1.4%	1.4%	20.3%	45.9%	31.1%
7	I feel comfortable expressing my thoughts and ideas during collaborative activities.	0%	4.1%	16.2%	48.6%	31.1%
8	Discussions with my peers help me understand the subject matter better.	1.4%	1.4%	8.1%	37.8%	51.4%
9	I actively listen to others' viewpoints during collaborative tasks.	1.4%	1.4%	12.2%	44.6%	40.5%
10	I feel more engaged and participative in the classroom due to collaborative activities.	0%	5.4%	20.3%	44.6%	29.7%
11	I often come up with new ideas and insights during group activities.	1.4%	1.4%	10.8%	58.1%	28.4%
12	Collaborative learning helps me think more critically and creatively	1.4%	2.7%	14.9%	45.9%	35.1%
13	I feel encouraged to explore my own understanding and meanings from the learning activities.	1.4%	2.7%	10.8%	56.8%	28.4%
14	Group discussions help me discover new perspectives and approaches to problems.	1.4%	1.4%	12.2%	54.1%	31.1%
15	I believe collaborative learning is an effective method for active participation.	1.4%	4.1%	14.9%	40.5%	39.2%

*SDA: Strongly Disagree; DA: Disagree; N: Neutral; A: Agree; SA: Strongly Agree.
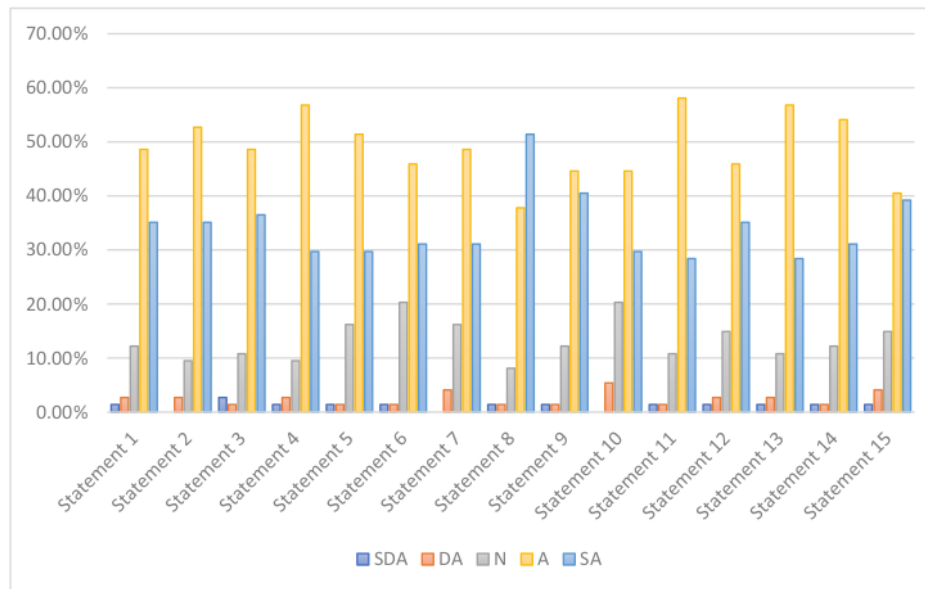
Figure 1. Frequency Distribution of Students' Perception

Based on Table 1., it shows the result of students' perception on their engagement in CL activities that consist of fifteen statements. Most respondents, 48.6%, claimed agree for statement 1. In line with it, 35.1% claimed strongly agree. They regularly work in pairs, triads, or small groups during class activities, either complete the task, finish the project, or even play a minigame. For statement 2, 52.7% respondents agreed that they collaborate effectively with their group members on projects and assignments. However, 2.7% claimed disagree for the statements. According to the interviewee statements, they personally collaborate and give contribution to their group in completing the task assigned. Nonetheless, sometimes they find an ignorant peer in the group, who neglect their assigned responsibilities.

Most respondents, 48.6%, agreed for statement 3. Working with others helps them stay engaged in the classroom. Some students enjoy working with peers than individually. When they work with their peers, they solve the problems together. As for statement 4, 56.8% respondents agreed that they find it easy to communicate and interact with their peers during CL. They claimed that CL is an effective method to build their interaction in the classroom. When the lecturers assigned them to solve problems or to do the project through CL, their classmates who are quite passive or introverted will inevitably interact with others.

For statement 5, 51.4% respondents agree that CL has improved their overall classroom experience. The interviewed students stated that their lecturers applied various techniques or models in CL activities in the classroom, so that the learning experience they have is not monotonous. Most of them satisfied when the Team Game Tournament applied. Some students are happy with jigsaw as well. They even felt enthusiast when they were asked to do the observation at schools with their peers.

Most respondents (45.9%) claimed agree for statement 6. They actively participate in meaningful dialogs with their classmates during collaborative activities. With CL, students are required to constantly communicate with their peers to complete assigned tasks and projects. As for the seventh statement, 48.6% respondents agreed that they feel comfortable to share their opinions and ideas when working in groups. They claimed that expressing ideas and thoughts with peers is more comfortable than expressing it to the lecturers. They can express their ideas with peers freely without fear of failure.

For statement 8, the majority of the students, 51.4%, strongly claimed that discussions with peers help them understand the subject matter better. Occasionally, some students encounter challenges in comprehending English texts given from the lecturer on their own. Therefore, they find it easier to comprehend the texts when they discuss it with

peers. They can share ideas, thoughts, and help each other through discussion. As for the ninth statement, 44.6% respondents agreed they actively listen to others' viewpoints during collaborative tasks. According to them, CL is not about working alone but it's about working together to complete the project and task given by the lecturer. Therefore, everyone's opinion should be listened to and taken into consideration.

For statement 10, 44.6% respondents agreed they feel more engaged and participative in the classroom due to collaborative activities. As they stated, CL encourages them to actively participate in learning; sharing ideas and learn from different perspectives. I addition, CL helps them develop their groupwork skills. As for statement 11, 58.1% respondents agreed that they often come up with new ideas and insights during CL activities. To complete or finish the task and project assigned, they were encouraged to give the contribution whether in pairs or groups. They have to participate actively by sharing their ideas, opinions, or thoughts during CL. Besides, one's opinion can inspire others to come up with new ideas, as the interviewee claimed. This is in line with statement 12, 45.9% respondents agreed that collaborative learning helps them think more critically and creatively. In addition to it, 35.1% respondents strongly agreed with the statement. This indicates that CL encourages discussion and the exchange of ideas, which can stimulate students' creative and critical thinking.

As for statement 13, 56.8% respondents claimed that they feel encouraged to explore their own understanding and meanings from the learning activities. 28.4% strongly agreed to the statements. For statement 14, 54.1% agreed that group discussions in CL help them discover new perspectives and approaches to problems. This indicates that CL allows students to discover different ideas from different perspectives. This promotes an environment rich in creative ideas and innovative solutions. As for the last statement, 40.5% respondents claimed that they believe collaborative learning is an effective method for active participation. The interviewees stated that CL allows them to interact with their classmates intensively, specially to those who are passive in the classroom. Working in group helps them develop their communication skills. In addition, CL helps them respect others' opinion and accept differences.

The findings from both questionnaire and interview result shows the students' perception towards CL's contribution to their active participation in the classroom. They share a positive reaction to both questionnaire and interview. Students are considered to be actively engaged in the learning process when they meet several criteria: talking and interacting with others, generating new ideas and cognitive structure, and determining their own direction ((Johnson & Johnson, 2016), while the findings show that the TBI students meet those criteria.

To begin with, the lecturers at English Tadris Study Program (TBI) applied collaborative learning regularly in their class. This can be seen from the students' response to the questionnaire; they regularly work in pairs, triads, or small groups during class

activities. Collaborative learning contributes greatly to student-centered learning, as it promotes students actively engaging in the learning process. CL enhances the students' interpersonal relationships with their peers in the learning process. They are able to collaborate effectively with their peers and find it easy to communicate and interact with them during CL activities.

Furthermore, collaborative learning encourages the students' engagement. It is proven from the students' positive response and reaction to the questionnaire and interview. They regularly participate in meaningful dialogs with their classmates during group activities and gain their own understanding through it. In collaborative activities, they are required to share their ideas to others and discuss one another which help them to understand the subject given. In brief, they engaged in the classroom due to collaborative activities.

Finally, collaborative activities promote students to generate ideas. It can be proven from their comfortable feeling when sharing their ideas, opinion, and thoughts to their peers which inspire others to come up with new ideas. Sharing ideas means the students can think creatively and critically. They gain different perspective in solving the problem.

CONCLUSION

Collaborative learning applied frequently in the learning process by the lecturers, either in pairs, triads, or groups. In order to ensure that the learning experience is not monotonous, some lecturers implemented a various techniques or models during CL activities in the classroom. The research results show that collaborative learning promotes the students' active participation in the learning process. The research emphasizes some points. First, collaborative learning enhances the students' interaction with their peers in the learning process. Second, collaborative learning encourages the students' engagement. Finally, collaborative activities promote students to generate ideas.

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