The 4th International Conference on Islamic Education (ICIED): Challenges in Technology and Literacy of Education

Utilizing Collaborative Works:
An Attempt to Enhance Learners' Participation in Intensive English Class

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Background

Learner-centered Approach

Cooperative Learning

Critical Thinking

Creative Thinking

Cooperative Learning

King (2008)

- cooperative learning offers cognitively advanced goals for students to achieve deeper understanding of material, construct knowledge, solve problems that have more than one answer, create something original, or make sophisticated decision.

Stevens (2008)

- cooperative learning processes increase learners' achievement through learners interacting about the content in a social learning environment. resulting in positive motivation for all students.

Gillies (2008)

- cooperative learning stimulates learners' interest through interaction with their peers and improve participation and engaged in more useful activities.
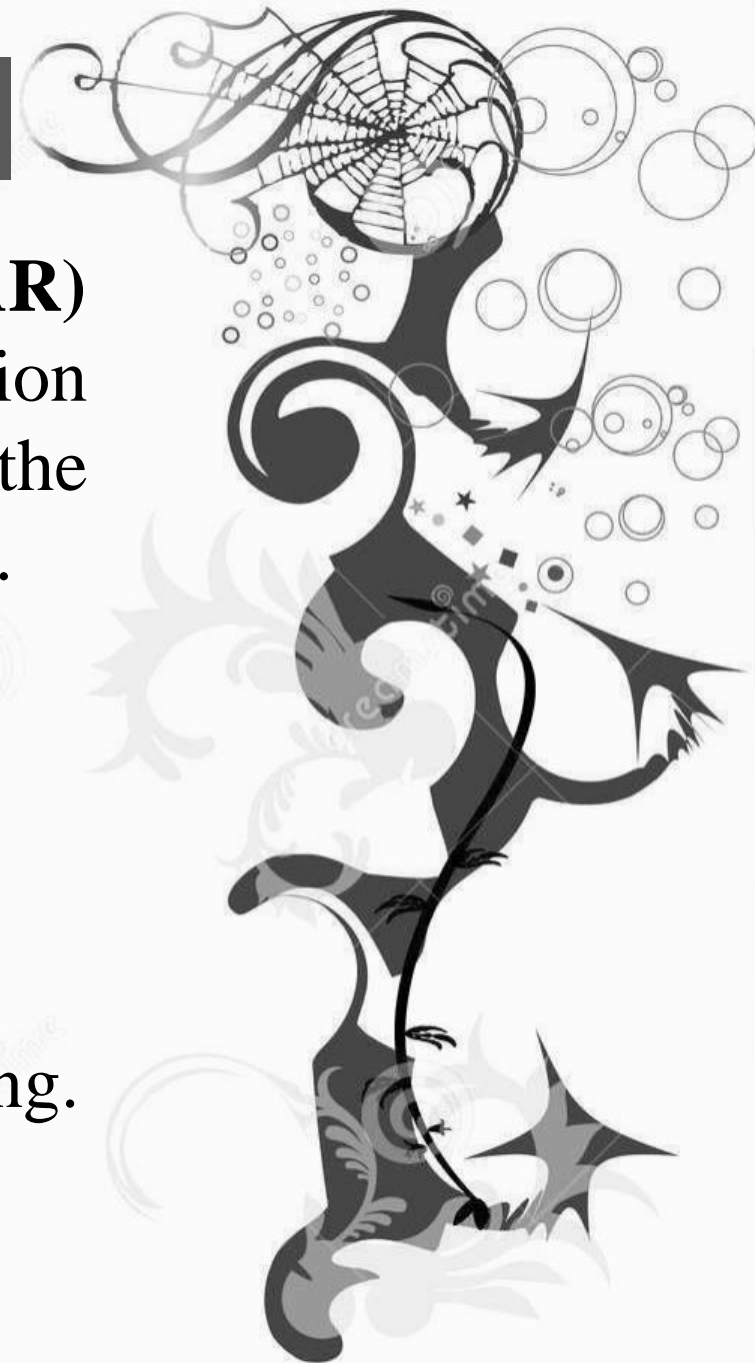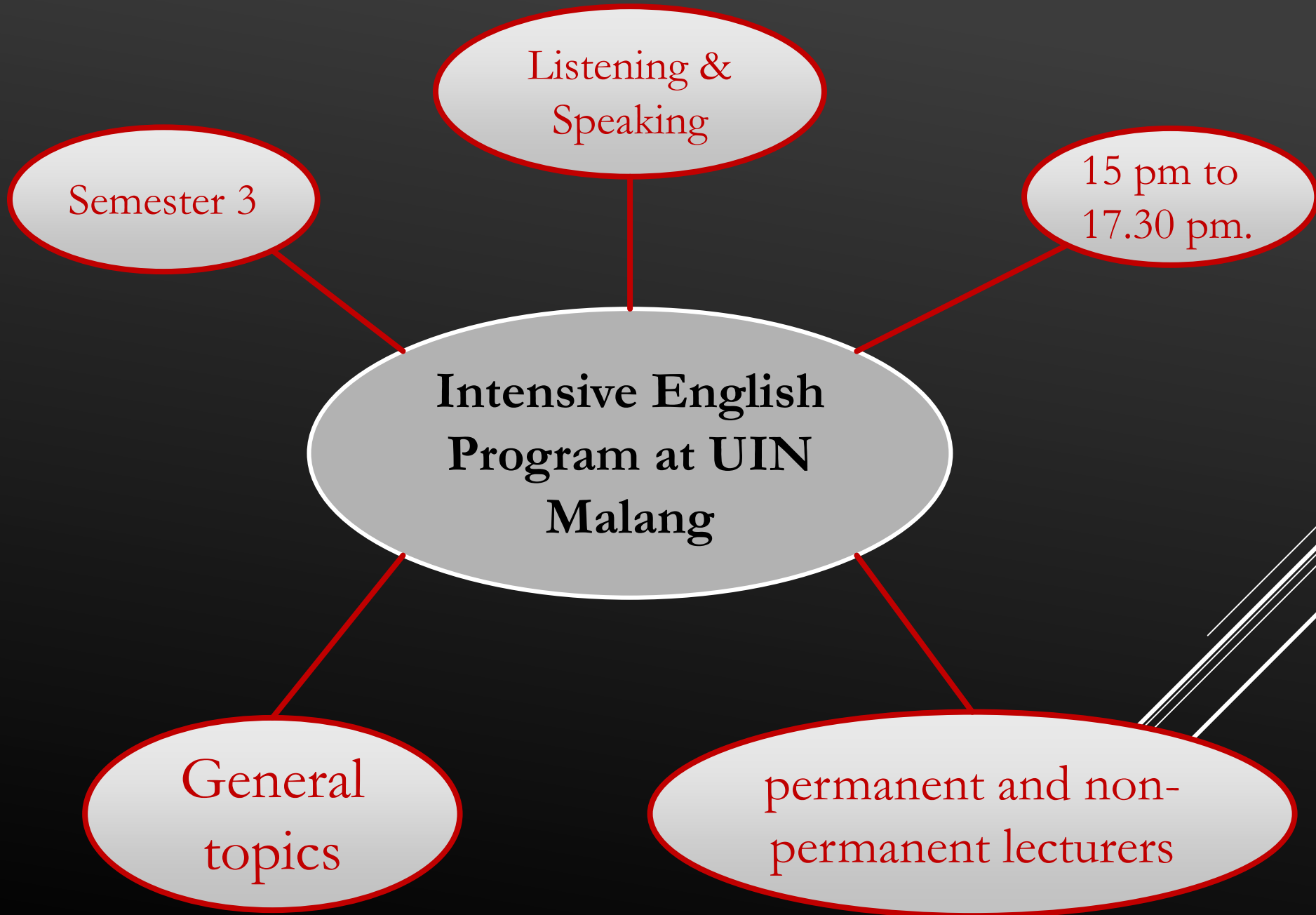
METHOD

Classroom Action Research (CAR)
→ to identify the problematic situation or issues, intervene it, and bring the changes or improvement in practice.

Research Subjects

35 third-semester students of
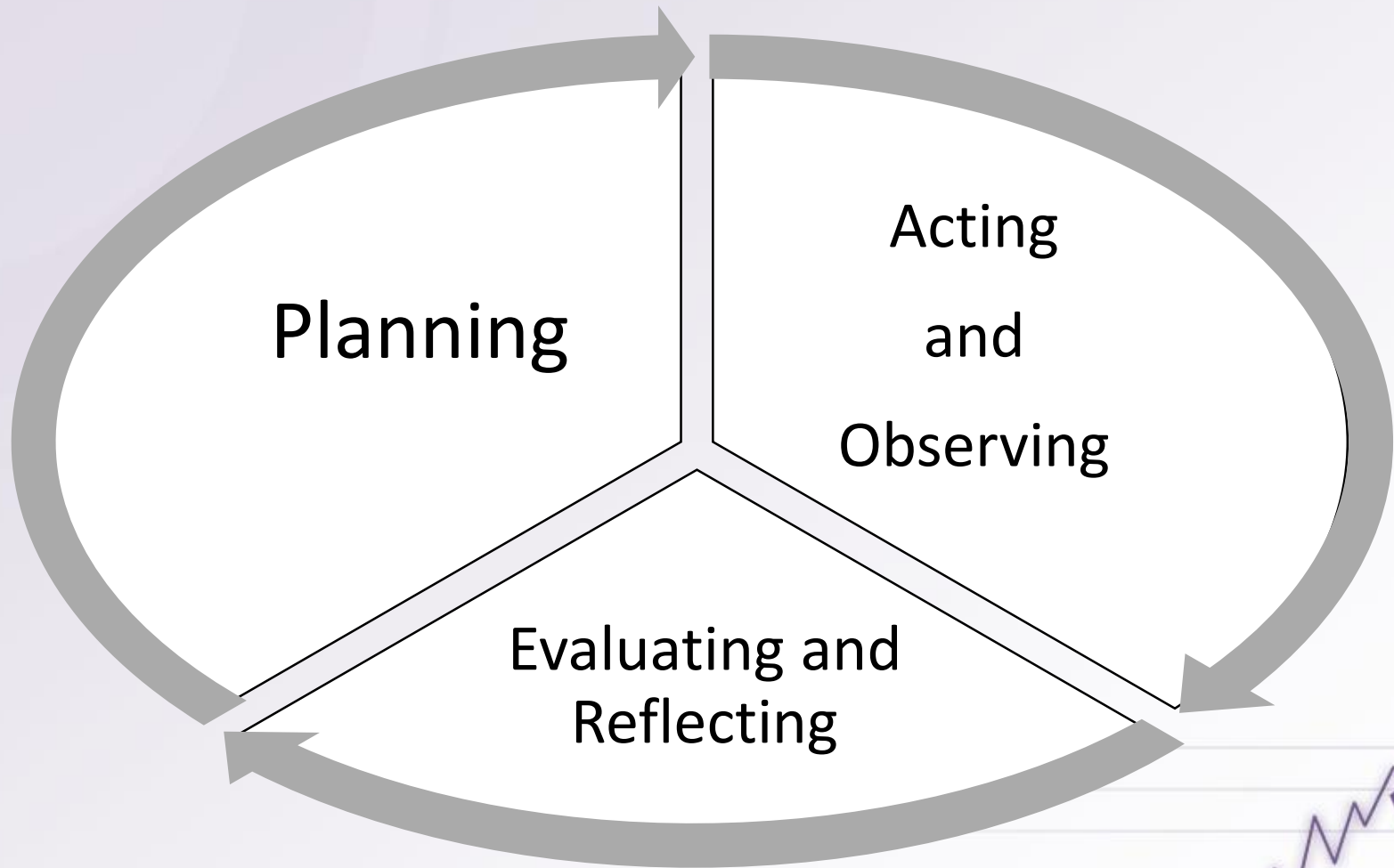
Accounting Department, UIN Malang.

RESEARCH QUESTIONS

1. How are students in class treated?

2. What activities are involved in collaborative works?

3. How do students behave in the collaborative works?

Planning

Acting

and
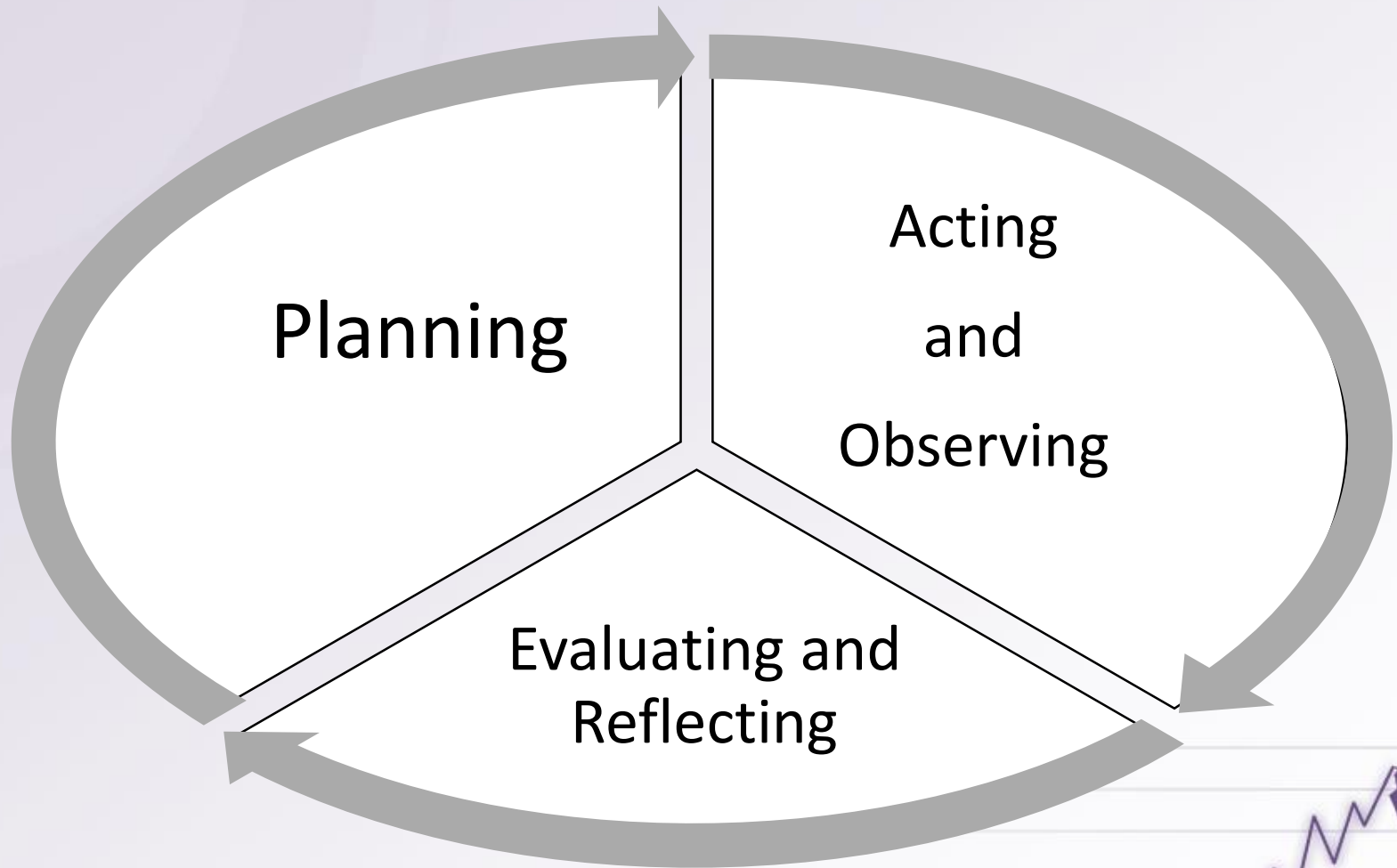
Observing

Evaluating and
Reflecting

RESULT AND DISCUSSION

PLANNING

- Preparing some strategies and treatments

- Group students in cooperative learning. → collaborative works

  (group discussions, group presentation, and class commentary)

- Monitoring and guiding the learners

- Assigning the learners to share their ideas freely and encouraged to divide jobs for completing the assignment.

- The subject content → general issues focusing on listening and speaking.

- Various sources → textbooks, videos and reading text from the internet,

  newspapers, and other available materials.

- The topics → objects around our environment, environmental problems, discovery, and other social issues.

Planning

Acting

and

Observing

Evaluating and
Reflecting

● Acting and Observing

Content/Topic	Activities
Environmental Problems	- Learners listened to the audio with their group members - They shared the answer to their classmates - Learners in a group made a mini research; finding problems in the environment, making some arguments, and proposing solution for the problems - The results were written in a wide paper and were presented to the class - Students made some comments.

Mini research: research related to environmental problem

Content/Topic	Activities
Discovery: Future Transportation	- Learners with their group members listened to the audio about discovery of a particular machine. - They shared the answer with the rest of the groups - Learners in a group made a design of alternative car for solving problems of traffic jam in the future - Learners displayed their car model and explained its strength to avoid problems on traffic jam. - Learners had some visits to the displays of future cars model and asked some questions to the related car model and also gave some comments

Problem and solution:
Future Transportation

Content/Topic	Activities
Discovery: Making Unique Creature	- Learners made a model of creature by using the available sources: newspapers, color pens, scissors, cutters, glue. - Learners designed the model through discussion in English, and they presented their model in front of the class.

Making A discovery:
Group Product Presentation

RESULTS OF OBSERVATION

1. The learners looked more active when they were engaged to study in group.
2. The learners became more impressive, confident, and active when they had a chance to discuss with their classmates.
3. The learners also learned how to divide the jobs in their group as well as presented their works in front of the class in limited time

POSITIVE RESPONSES

In line with . . .

Herrmann (2013)

→Learning collaboratively makes learners increase their in-class participation.

→The learners also enjoyed the learning atmosphere and it improves their confidence to participate in the classroom.

Miller (2017)

→ Learners working in group were comfortable in asking questions to the other members. This made them enjoy working in group.
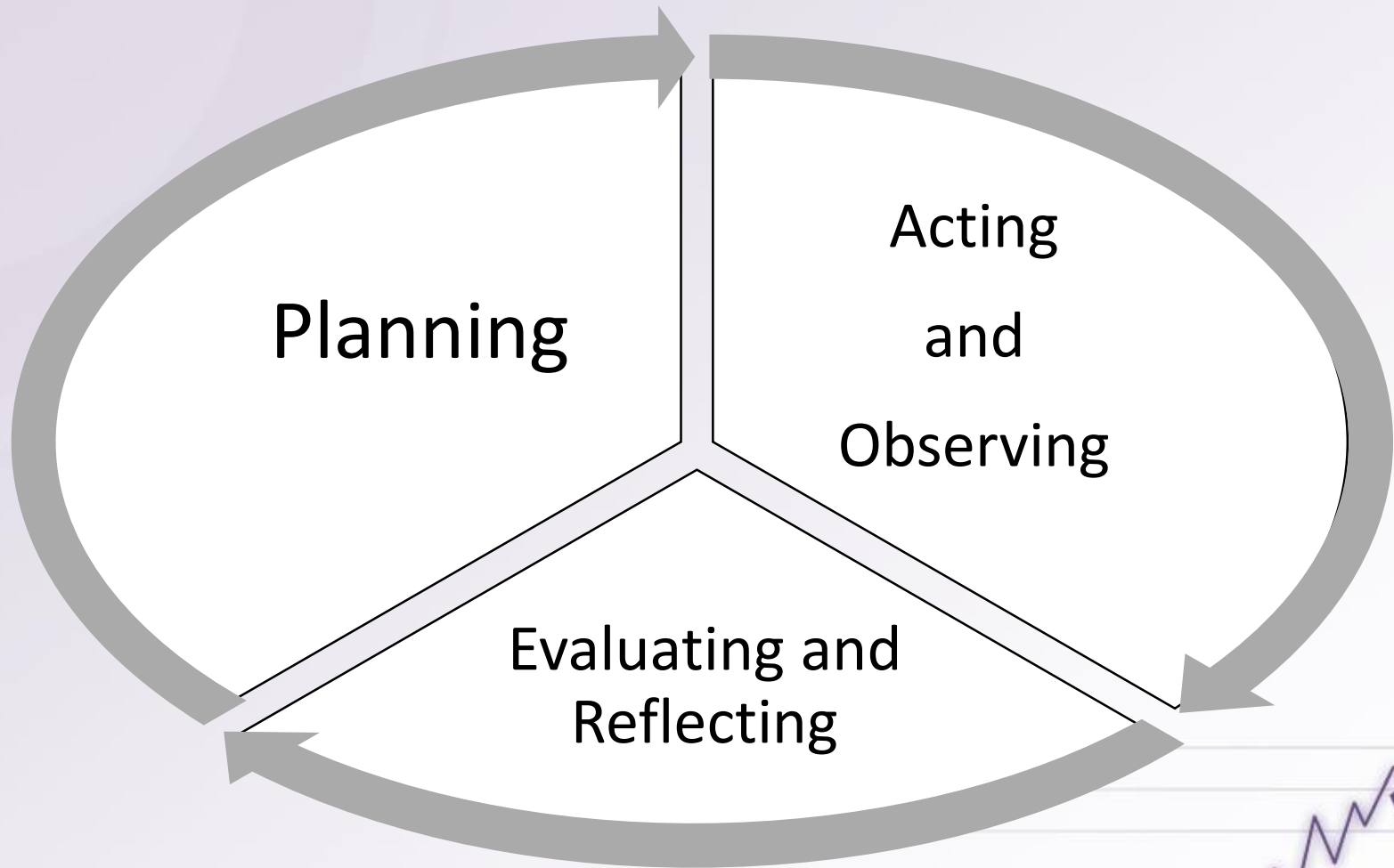
Gokhale (1995) and Castle Jr. (2014)
→Working in group can improve thinking process.

The way of thinking in this manner is an essential asset for life (Johnson, 2002).

Evaluating and reflecting

√ The students showed significant improvement in the learners' participation.

√ There was significant progress for learners' participation.

Collaborative works → positive impact to the learning process.
The learners' participation in the classroom was increasing

Some supporting factors to make the collaborative works effective.
1. Interesting and appropriate contents
2. Various activities and tasks
3. Clear procedures and objectives
4. A facilitator and motivator in the learning process.