CHAPTER I

INTRODUCTION

1.1   Background of the study

Collaboration has become a 21st century trend, which the need in society to think and work together on issues of critical concern has increased, shifting the emphasis from individual efforts to group work, from independence to community (Laal, M., & Laal, M., 2012). In addition, this skill indicates the student improvement cannot be realized through the individual itself, but both of collaboration and knowledge development. As well as cited in Evelina (2019), in 2016 World Economic Forum claimed that collaboration is indicating as top desirable skill among the employee's successful performance on both individual and organizational levels for the decades to come. Hence, the realization of collaboration skill can apply in educational environments to prepare future generations for the 21st century.

Collaborative learning is an educational approach to teaching and learning that involves groups of learners interact to working together to solve a problem, complete a task, or create a product (Laal, M., & Laal, M., 2012). Stated by Gillies (2007) collaborative learning is learning approach that provides students to explore new ideas and increase their ability to interact with each other among students in group or between students and teacher. In Indonesia, the *Kurikulum 2013* emphasizes critical thinking on manifested in the act of building collaboration between teachers and students or among students. This collaboration can take the form of division of study groups and discussion group, students discuss each other

to develop personal experiences through the process observe, ask, reason, and try enhance individual creativity. (Kemendikud, 2014). Therefore, it is important to apply collaborative learning in classroom to improve student's collaboration skill.

The realization of collaborative learning cannot occur without the joint labors of students and teachers. Students who influence how successfully the designed collaborative learning can be implemented and to what extent such activities can enhance their language learning due to their differing attitudes and engagement. Teachers, on the one hand, are the designers and facilitators of implementation collaborative learning. Their pedagogic beliefs and values often serve as critical contributors to successful classroom teaching (De Hei, 2015). The effectiveness of CL largely depends on teachers' competence (Ruys, 2012; Gillies R. M., 2014). Thus, the role of teacher who take important role of design and implement collaborative learning in classroom has been get special attention. Shahamat and Mede (2016) found that integration of CL in the classroom has positive effects on English learning and teaching, particularly in academic learning, social-affective learning and personality development in elementary school. A study carried out by Sun and Yuan (2017) showed that learners and novice teachers are positive towards using collaborative learning strategies in general, pair work, 3–6 as a group work, interview, and role playing are the four collaborative learning strategies that are found to be significantly different among the learners and the novice teachers. Another study by Ruys (2012) found that student teacher in teaching practice stated that student teachers demonstrated a positive skills development as a consequence of persistent use of CL that guiding during CL as

well as the consolidation phase of lessons and general teaching efficacy appeared to be significantly related to the skills development. Following those studies, collaborative learning revealed in teacher, novice teacher, student teacher in training, therefore the aim of the study to analyze collaborative learning revealed in microteaching course has not yet been found in another study.

Since this research is going to explore collaborative learning in microteaching course, a study by Ralph (2014) stated that stimulates collaborative learning in microteaching is one of the strengths of microteaching. In addition, microteaching course in which the teaching and learning processes focus on collaborative learning in EFL classroom. As Eaton (2010) stated that the focus in language education in the twenty-first century is no longer on grammar, memorization and learning from rote, but rather using language and cultural knowledge as a means to collaborative learning others around the globe. There are many type of collaborative learning in EFL classroom that including models learning together, jigsaw II, controversy jigsaw, jigsaw partners, group investigation, co-op coop, co-op jigsaw team projects, complex instruction, STAD, TGT, CIRC, and co-op centers (Kagan S. , 2015). Along with thirteen type of collaborative learning aimed to help student teacher to choose the type of collaborative learning in EFL classroom, especially in microteaching course.

According to According to *Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 3 Tahun 2020 Tentang Standar Nasional Pendidikan Tinggi* highlights the curriculum adjustment in higher education in order to integrate 21st century skills in all elements of course design. Hence, to collect information

about learners' needs in collaborative learning implementation the need analysis must be conducted in several courses in English Language Education Study Program. This study tries to investigate collaborative learning by student teacher of English Language Education Study Program of Universitas Negeri Jakarta in microteaching.

1.2 Research Question

What type of collaborative learning of Kagan framework revealed in microteaching course of English Language Education Study Program?

1.3 Purpose of the Study

The present study aimed to identify type of collaborative learning of Kagan framework in microteaching course of English Language Education Study Program of Universitas Negeri Jakarta.

1.4 Scope of the Study

This study is focused on identify what type of collaborative learning of Kagan framework in microteaching course of English Language Education Study Program Universitas Negeri Jakarta.

1.5 Significance of the Study

Theoretically, this study is expected to give a contribution as a reference to the discussion of 21st century learning in the language teaching field, as well as to give more insights to support the curriculum adjustment in ELESP UNJ. The study is carried out to identify type of collaborative learning of Kagan framework

in microteaching course. The result of this study is also can be useful as a reference

for other researchers to conduct further research in collaborative learning aspects.