

**STUDENTS' RESPONSES TOWARD COLLABORATIVE
LEARNING TO ACHIEVE PEDAGOGIC COMPETENCE IN
MICROTEACHING COURSE: A SURVEY**



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**A Thesis Submitted in Partial Fulfillment of the Requirements for
the Degree of *Sarjana Pendidikan***

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
STATE UNIVERSITY OF JAKARTA**

2011

ABSTRAK

ENGGAR MULYAJATI. Respon Mahasiswa terhadap Pembelajaran Kolaboratif untuk Mencapai Kompetensi Pedagogis pada Mata Kuliah *MicroTeaching*. Skripsi. Jurusan Bahasa dan Sastra Inggris, Fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Agustus 2011.

Penelitian ini dilakukan dengan tujuan untuk meneliti respons mahasiswa terhadap pembelajaran kolaboratif pada mata kuliah *MicroTeaching*. Penelitian ini menggunakan metode survey dengan dua jenis instrumen, angket dan wawancara. Sampel penelitian ini dipilih dengan menggunakan teknik *purposive sampling*. Sampel penelitian ini adalah 80 mahasiswa yang mengikuti mata kuliah *MicroTeaching*. Hasil penelitian menunjukkan 81% mahasiswa menyatakan pembelajaran kolaboratif membantu mahasiswa untuk mencapai kompetensi pedagogis. Secara spesifik, pembelajaran kolaboratif diterima secara positif oleh mahasiswa karena membantu mereka dalam hal manajemen kelas (76,6%), latihan mengajar (86,4%), membuat penilaian (69,1%), kesejajaran kurikulum (75,2%), membuat instruksi mengajar (91%), dan menentukan media pembelajaran (88%). Saling menuangkan ide dan diskusi kelompok membantu mahasiswa selama kegiatan belajar mengajar. Lagipula, pembelajaran kolaboratif membantu mahasiswa untuk meningkatkan kemampuan berpikir kritis. Sebaliknya, kurangnya kesadaran diri dan tanggung jawab menjadi kekurangan di kelas *MicroTeaching*. Selain itu, kurangnya umpan balik yang spesifik dan pemborosan waktu juga menjadi kelemahan dalam implementasi pembelajaran kolaboratif. Oleh sebab itu, mahasiswa perlu membangun tanggung jawab dan kesadaran diri dalam kegiatan belajar mengajar. Disamping itu, komitmen dosen mengenai pemberian umpan balik dan pengaturan waktu juga diperlukan dalam kelas *MicroTeaching*.

ABSTRACT

ENGGAR MULYAJATI. Students' Responses towards Collaborative Learning to Achieve Pedagogic Competence in MicroTeaching Course. *Skripsi.* English Department, The Faculty of Languages and Arts, State University of Jakarta. August 2011.

This study was aimed at investigating students' responses toward collaborative learning to achieve teacher competences in MicroTeaching course. The study was conducted by using a survey method, with two kinds of instrument, which are questionnaire and interview. The sample was selected by using the purposive sampling technique. The sample of the study was 85 students from MicroTeaching class. The result showed that 81% students responded collaborative learning helped them to achieve pedagogic competence. Specifically, collaborative learning was responded positively by students to help them in classroom management (76.6%), teaching practice (86.4%), making assessment (69.1%), curriculum alignment (75.2%), diversified instructions (91%), and teaching aids (88%). Sharing ideas and having discussion helped students during teaching and learning. Moreover, collaborative learning helped them to improve their critical thinking. On the other hand, lack of self-awareness and responsibility of the students became major obstacle. In addition, lecturers only gave general feedback for students in teaching practice and time consuming also became the advantages of collaborative learning. Therefore, students were needed to build self-awareness and responsibility in teaching-learning process. Moreover, lecturers' commitment with time management and giving specific feedback were also needed in MicroTeaching course.

ACKNOWLEDGEMENTS

First of all, I'd like to thank to Allah SWT for all the blessings and inspirations given to me. Alhamdulillahirrobil'alamin I could finish this thesis because You'd eased me to do this in all ways.

Here, I'd like to address a big gratitude to these following people for their support:

1. My family for always being around. My beloved mother and father, thank you for your love, pray, and support. My brother for your care and help every time I need you. My sister in law who always makes me strong and is still dealing with her thesis.
2. I'd like to acknowledge special thanks to Dr. Darmahusni, M.A, as my skripsi advisor, for her guidance and patient.
3. Hasnini Hasra, M.Hum, Banu Pratitis, Ph.D, Ifan Iskandar, M.Hum as the thesis examiners. Thank you for giving me suggestions and make my thesis be better than before.
4. Mr. Ifan Iskandar, M.hum, as the head of English Department for his guidance and support.
5. Mr. Max Renyaan, M.A., as my academic advisor.
6. All the English Department lecturers for the precious knowledge and study experiences.
7. All my friends in Dik.A.07: Tami, Een, Dessy, Marischa, Bella, Arma, Fela, Defi, Widya, Nurma, Febby, Lilik, Inggih, Tyas, Michel, Pipit, Jenny, Tanti, Hardianto, Tito, Budi, and Eka. Also special for Erni Sulistiyawati and Rizki Setiastri for always be my bestfriends during in ED. I'm really blissful to know you. I could never forget you, guys! Also my friend of Dik.B.07 and Dik.NonReg.

8. My friends since I was elementary school until death do us part: Risma, Wulan, and Succy. Thank you for your support and always by my side when I need you. Thank you I have you as my friends.
9. The greatest motivating bird on twitter, Motty @motivatweet, thanks for reading my e-mail then you phoned and supported me when I was down. Your motivation gave to me really boost my positive mood.
10. All ED's staff: pak Udin, Mbak Tina, Mbak Ida, Mbak Amah, Mas Chaerul, Mbak Eva, etc. Thanks for your help.
11. Everyone whose names are not stated yet, thanks for your support and pray. May Allah bless you everytime and everywhere.

Without you, the thesis may not be accomplished. The writer realizes that this thesis is far from perfection due to the limitation she has. May this thesis be useful for everyone. Amin.

Jakarta, July 2011

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CHAPTER I

INTRODUCTION

A. Background of the Study

Collaborative learning involves students to work together to achieve particular learning objectives. This statement in lines with Anuradha A. Gokhale (1995, p.1) who points out that collaborative learning is a method which students work together in group to achieve academic goal. In collaborative learning, students have opportunities to share their ideas and information based on what they learn and discuss before. Johnson (1990) defines that in collaborative learning, students work together in a Think-Pair-Share procedure, where the students are given questions together, they consider the answer individually, share their ideas based on their knowledge and compile all the answers, and then they present their final result to other friends.

Collaborative learning was first implemented in Work Experience 1 (later on it is called as MicroTeaching) course in 092 semester and still being implemented in 094 semester. The lecturers decided collaborative learning as the suitable approach to be implemented in Microteaching course. Based on MicroTeaching study guide (2010) collaborative learning was chosen in order to optimize students' involvement in teaching and learning activities in

Microteaching course. It means collaborative learning is highly promoted throughout the teaching-learning process. To achieve the goal of English teacher education program at Universitas Negeri Jakarta, MicroTeaching course offers an introduction to the field of English teaching competence development. Collaborative learning was demonstrated in order to achieve teacher pedagogic competence from the beginning to the end of the session.

In MicroTeaching, the concept of collaborative learning was introduced by the lecturers in general at the first and second meeting. The students were highly fostered to participate and work in group collaboratively for school observations, classroom discussions, teaching practices, and reflections from the first until the last session of the course. The materials given in the course were made and adjusted for students to be discussed in group. Students' involvements in all teaching-learning activities were needed in MicroTeaching. In order to achieve pedagogic competence, the students are highly expected to work collaboratively during the teaching and learning process in MicroTeaching class.

Sometimes teachers and students have different perceptions towards collaborative learning. Nunan (1992, p. 34) states that students perceive that they can reach their academic goals because collaborative learning creates positive interdependence among learners. In collaborative learning, students involve together in group and share their ideas together. Oxford (1997, p.445) collaborative learning also improve students' higher thinking skills in group discussion so they can solve academic problems. Johnson et.al (1990) as cited

in Nunan (1992, p.34) states that collaborative learning can build positive interdependence as well as individual accountability of students in learning activities. A study conducted by Gokhale (1995, p.1) showed that collaborative learning could help students improve their critical thinking.

On the other hand, there are advantages of collaborative learning found during teaching and learning activities. In a case study conducted by Ferguson-Patrick (2007, p.17) in primary school students in Australia, some teachers responded that in collaborative learning, some dominant students took over group discussion and it made other students unconfident with their opinion going to be shared and they become less responsible. Another case study was conducted in 1990 by Bailey et.al as cited in Nunan (1992, p. 173) related to collaborative teaching in ESL situation. They found there were serious problems aroused in situations when teachers had different goals, incompatible approaches and divergent teaching styles. The teacher suggested contradictory solutions to those problems and it gave negative impacts such as less responsibility and motivations between teachers.

Based on the benefits and disadvantages of collaborative learning mentioned, the writer is interested in identifying students' responses towards collaborative learning implemented in MicroTeaching course whether or not they response it positively, enthusiastic, and useful to help them achieve pedagogic competence.

Moreover, it is necessary to know students' responses towards collaborative learning in MicroTeaching whether or not it can help them to achieve pedagogic competence. By knowing and evaluating students' responses, lecturers can evaluate the strengths as well as the weaknesses of collaborative learning also they can make improvement in the process of collaborative learning implemented in MicroTeaching. Thus, the next collaborative learning activities in MicroTeaching will be better than before.

B. Identification of problems

Based on the background of the study, some problems aroused:

1. Why is collaborative learning chosen as one of the methods implemented in the course?
2. How is collaborative learning implemented in the course?
3. To what extent does collaborative learning affect students' achievement in pedagogic competence in Microteaching course?
4. What are students' responses towards collaborative learning to achieve pedagogic competence in Microteaching course?

C. Research Questions

Related to the identified problems, the writer only focuses on the question:

“What are students’ responses towards collaborative learning to achieve pedagogic competence in Microteaching course at ED-UNJ?”

D. Limitation

Because of many problems aroused, this study only focused on answering the research question on students’ responses towards collaborative learning in Microteaching course.

E. Purpose of the Study

The purpose of the study is to identify students’ responses towards collaborative learning implemented in Microteaching course.

F. Significance of the Study

The result of the study was expected to improve the collaborative learning implemented in Microteaching and can be beneficial input and feedback for the MicroTeaching lecturers and towards learning process for students in English Language Education Study Program in English Department, State University of Jakarta. By knowing and understanding the strengths and weaknesses of collaborative learning, the lecturers also may consider the result and make improvement for the better implementation in MicroTeaching. This study also can be initiate study for further research in the same field.

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Concept of Teacher Pedagogic Competence

a. The Concept of Competency

Katane et.al (2006, p.168) describes competencies are “the set of knowledge, skills, and experience necessary for future, which manifest in activities”. Whereas Gupta (1999) as cited in Katane (2006, p. 168) defines competencies as “knowledge, skills, attitude, values, motivations and beliefs people need in order to be successful in a job”. Teacher need to improve knowledge and skills and explore their teaching skills because of the demands of era. Selvi (2010, p.168) adds that teachers are responsible for operating educational system and they need strong and efficient professional competencies. Hence, teacher competencies are needed to be mastered by teachers so that they can improve their knowledge and teaching skills in any educational fields.

MacKensie (2011, para. 3) defines key characteristics of teacher competencies in university. The first characteristic is content area knowledge, second is pedagogic capabilities, third is communication skills, and the last is professionalism.

Teachers are expected to demonstrate thorough understanding of the content in their curricular areas. They also can use appropriate methodology when they communicate their content material to students. The teacher should be able to incorporate their lesson with another discipline and stay abreast of changes and advancement in their educational field.

For pedagogic capabilities, teachers are able to use multiple methods of instruction. They also understand the students' needs in all levels. The teachers are capable in managing classroom and can motivating students, and they assess students' achievement continuously. Teachers are not only capable in delivering knowledge but they are also able to communicate their ideas clearly to students. In conveying information they must be open, approachable, and diplomatic. Teachers are also able to use technology, such as using email for interaction in addition to traditional means of communication. The last characteristic is professionalism. Professional teacher are identified by their professional presentation, reflection, collaboration, the desire to advance and adaptability. Professional teacher can understand and improve as well as help them to overcome their weaknesses.

Based on the explanation, teachers competencies is needed to be understood and mastered by teachers so that they can improve their knowledge and teaching skills in any educational field. There

are four teacher competencies characteristics, the first characteristic is content area knowledge, second is pedagogic capabilities, third is communication skills, and the last is professionalism.

b. The Pedagogic Competence

Davidson (2005, para.14-24) describes six pedagogic competence that education teachers should have and develop, which are the effective classroom management, effective teaching practice, effective assessment, curriculum alignment, diversified instruction, and technology skills.

In managing effective classroom management, teachers practice leadership by taking personal responsibility for all their students. They organize and motivate students to meet the needs of both individual students and class as a whole. They maximize efficiency, maintain discipline, promote teamwork, plan, communicate, focus on results, evaluate progress, and make constant adjustments. They can work to minimize disruptions in student learning and take advantage of unexpected events to teach students. They are skilled at facilitating consensus and mediating conflict. They use a range of strategies to promote positive relationships and purposeful learning in the classroom. They engage students in individual and cooperative learning activities. They organize, allocate, and manage the resources of time, space,

activities, and attention to provide students in productive tasks. They help the students to develop interactions, academic discussions, and individual and group responsibility.

Teachers use various methods to teach students, including cooperative learning techniques, to promote content knowledge, critical thinking, and problem-solving skills for managing effective teaching practice. They can use effectively multiple representations and explanation that capture key ideas and link them to students' prior understandings. They represent and use differing viewpoints, theories, and methods of inquiry in the teaching of subject matter concepts. They integrate learning experiences that allow students to integrate knowledge, skills, and methods of inquiry from several subject areas. Teacher are also able to use multiple teaching and learning strategies to engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities. They constantly monitor and response to learner feedback. They are able to engage students in individual and cooperative learning activities that help them develop their achievement .They can model effective communication strategies in conveying ideas and information and in asking questions.

Teachers use a variety of methods to assess what students have learned. They use formal tests, quizzes, class assignments,

student performances and projects, and standardized achievement tests to understand what students know. They use assessment strategies to help them become aware of their strengths and needs, and to encourage them to set learning goals. They can modify teaching strategies, plan, and instructional approaches. The last, they can maintain useful records of student work and performance and communicate student progress based on appropriate indicators, to students, parents, and other colleagues.

For curriculum alignment the teachers should focus on the curriculum concept and be able to develop and apply learning and teaching strategies based on the required curriculum.

Teachers plan instruction which reflects students' understanding in learning process. They can make positive experience for students in classroom and learn collaboratively to meet the students' needs. They can identify and design appropriate instruction based on students learning styles, strengths, and needs. They know how to take contextual considerations like materials, students' interests, needs, and aptitudes into curriculum goals.

In using and developing teaching aids teachers should know when and how to use current technology and understand the most appropriate technology to maximize student learning.

Whereas, Cuesta (2005, para. 12) states that teachers need to develop pedagogic competence. He mentions that teachers should be open-minded and able to reflect on their teaching goals and put them into practice. The teachers can use the language in a communicative context. The teachers know approaches, methods and strategies to deal with contents. The teachers can guide students to feel motivated in learning English as a foreign language. The teachers can create a communicative and playful environment in the classroom. The teacher can encourage students to use the language, not focusing on mistakes, but in meaning. The teachers can propose projects to students. The teachers are able to build their own teaching materials.

Based on the explanation above, at least fourteen pedagogic competence the teachers should develop in order to improve their teaching skills. The competence involves the effective classroom management, effective teaching practice, effective assessment, curriculum alignment, diversified instruction, and technology skills. Besides, the teachers should be open-minded, can use communicative language, know suitable approaches and methods for teaching, can be guide for students, create communicative environment, encourage students to use language, propose project to students, and the teachers are able to develop their own teaching materials.

2. The Studies of Collaborative Learning

a. The Concept of Collaboration

Johnson et al (cited in Richards and Rodgers, 2003, p. 195) states that collaboration or cooperation is the process of working together to complete a goal. Chamot and O'Malley (as cited in McCafferty, 2006, p. 24) classify that cooperation also known as collaboration as a social/affective strategy for students by implementing work with peers to complete a task, solve a problem, pool information, and get feedback. Patricia Montieil-Overall (2005, p.24) states that collaboration is a trusting, working relationship between two or more equal participants involved in shared thinking, shared planning and shared creation of integrated instruction.

From the definition of collaboration, it can be concluded that collaboration is a process of working, sharing, and solve problems together to get feedback and achieve specific goal.

b. The Concept of Collaborative Learning

Collaborative learning is referred to Cooperative Language Learning (CLL) that promotes communicative interaction in the classroom (Richards: 2001 p. 193). Anuradha A. Gokhale (1995) mentions that collaborative learning is a method which students

work together in group to achieve academic goal (para 1). Olsen and Kagan (1992) (in Richard 2001: 192) defines that

“Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable of his or her own learning and is motivated to increase the learning of others”.

Slavin as cited in Nunan (1992, p.3) defines that collaborative learning is also known as cooperative learning that emphasizes students’ involvement to work in group in order to achieve common learning goals. Gerlack (1994) states "Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs" (para.1). While Johnson, Johnson & Holubec (1986) define that in collaborative learning, students work together in a Think-Pair-Share procedure, where the students are given questions together, they consider the answer individually, share their ideas based on their knowledge and compile all the answers, and then they present their final result to other friends (para.2).

Other experts give their definition of collaborative learning. Smith et.al (1992) states “collaborative leaning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together” (para.1). The students are involved in group of work, searching for understanding,

solution, meaning, or creating a product. Collaborative learning activities emphasize on students' exploration or application of the course materials, not by teacher's presentation.

Based on the definitions, it can be concluded that collaborative learning is a learning activity designed to emphasize group of students to work together to solve problems in order to achieve learning goals. In collaborative learning, the students are encouraged to participate in group of work, learn together, share their ideas based on their knowledge, solve the problems given by teachers, and then present their final discussion to other friends.

c. The Characteristics of Collaborative Learning

Cruickshank (2009 p. 251) describes that to encourage students to work in group collaborative learning has four characteristics. The first characteristic is how the groups of learners are made up. The second characteristic is the kinds of tasks the learners do required by teachers. The third characteristic is the rules of behavior of the groups, and the fourth characteristic is students' motivation and the system of reward.

The first characteristic is how the groups of learners are made up. The groups of learners are mixed in order to achieve learning goals. Heterogeneity of the learners is highly promoted, in terms of the gender, academic ability, and other traits.

Heterogeneity is emphasized based on several reasons. First, collaborative learning is based on humanistic school of thought about learning. Second reason of forming heterogeneous team is that each member of the group has the same opportunity in learning. Heterogeneity is promoted because students from lower ability can improve their learning achievement rather than in homogenous group (Fashella & Slavin, 1997; Hoffer, 1992; Slavin, 1995 in Cruickshank: 2009, p. 252)

The second characteristic is the kinds of tasks the learners do required by teachers. The kinds of tasks deal with the assignment that teachers are going to give. The common assignments demand students to master the material first before they do their assignment.

Third, collaborative learning is characterized by the rules of behavior of the groups. The rules of behavior in collaborative learning emphasize on the “one for all, all for one” philosophy. This rules required students involvement, students’ responsibility and accountability to themselves and their team.

The last characteristic deals with students’ motivation and the system of reward. In collaborative learning, students will get reward based on their team’s achievement rather than individual reward it means that all team members will receive the same

reward. This system will encourage students to study hard in order to get best reward from teachers.

Oxford (1997, p.445) adds six characteristics of collaborative learning as positive interdependence, accountability, team formation, team size, cognitive development, and social development. Positive interdependence means if one person gains the goal the other gain it, too. It can be attained through structuring the goals, rewards, materials, roles, or rules. Accountability means every person is accountable through grading and testing individually, while the group is accountable through a group grade, improvement scores are possible. Team Formation means the team can be formed in various ways, such as randomly, by students' interests, or by specific criteria from the teacher (involve different characteristics like gender, aptitude, or homogeneously). The team size is working best when the member of the group is smaller than seven members. And the last cognitive development is viewed as the main goal of collaborative learning. Social Development is related to social skills such as turn taking, active listening, and so forth.

In conclusion, there are ten characteristics of collaborative learning. the first characteristic is how the groups of learners are made up. The second is the kinds of tasks the learners do required by teachers. The third is the rules of behavior of the groups, and the

forth characteristic is students' motivation, the system of reward, positive interdependence, accountability, team formation, team size, cognitive development, and social development.

d. Types of Learning and Teaching Activities

Johnson et.al (1994: 4-5 in Richard: 2001) mentions three types of cooperative learning groups: formal cooperative learning groups, informal cooperative learning groups, and cooperative base groups.

Formal cooperative learning groups are focused on students' involvement in working together as team in order to achieve specific goals. Cooperative learning groups deal with ad-hoc groups and used to focus on providing learning and students' attention. Cooperative base groups deal with grouping heterogeneous students in order to provide students the opportunity to learn together and minimize the lack of students' achievement.

While, Olsen and Kagan (1992: 88 in Richard: 2001 p. 198) mentions examples of collaborative learning activities: Three-step interview, Roundtable, Think-Pair-Share, Solve-Pair-Share, and Numbered Heads.

In Three-step interview, students do interview, one student as the interviewer and another as the students. Each students share

what they have learned during learning process to other students in team. Roundtable deals with students' contribution by using a piece of paper and a pen. Students pass the paper and pen to other students and make sure every student make contribution in turn. While Think-Pair-Share focuses on the activity that teacher poses a question to students group, the students think about the response or the answer then discuss it with their team. After discussing, students share their responses to other groups. In Solve-Pair-Share activity, teacher poses a question (the question can be resolved in different strategies), then the students think about the solution individually. At the end, the students describe how they solve the problem by doing interview. Numbered Heads deals with how students answer the question by their number. First, students have their own number in group, after teacher poses a question the students work together in group to compile the reason and make sure every student in group can answer the question based on the compiled reason. After that the teacher call the number of students, the students whose number is called raise their hand up and answer the question. This activity usually happens in traditional classroom.

It can be concluded that there are eight types of learning and teaching activities in collaborative learning groups: formal cooperative learning groups, informal cooperative learning

groups, and cooperative base groups, Three-step interview, Roundtable, Think-Pair-Share, Solve-Pair-Share, and Numbered Heads.

e. The Teacher's Roles in Collaborative Learning

The successful use of collaborative learning does not only depend on the students but also the teachers as well. McCafferty (2006, p. 43) states that “teacher-teacher collaboration offers psychological support, the possibility of action research, new ideas, greater power, enhanced motivation, and a reduce workload”. When students know that their teachers are working together, they are supplied a model of collaboration in action. This action will not make students confuse when they are demanded to work in together in group.

In collaborative learning, a central tenet of language teaching and learning is a focus on learners, not teachers. That's why teachers should be facilitators (McCafferty et.al, 2006, p.24). Every learner differs from one another in terms of intelligences and learning style. McCafferty et.al (2006, pp.24-25) proposes three ways of instruction that should be shaped in light of differences. The first instruction should match the way students prefer to learn. Second, instruction should sometimes place students in context outside their comfort zones in order to be able

to learn in a variety of ways. For example, if some students always need visual clues to understand and learn, they should gain experience learning without the aid of such clues, third, students should recognize, understand, and value the diversity exists among them.

Based on the explanation, collaborative learning emphasized on the students rather than the teachers. In collaborative learning teachers should be able to use appropriate instructions for various students. The teachers also become facilitators in teaching-learning process. The teachers offer psychological support, new ideas, enhance motivation, and reduce workload.

f. The Strengths and Weaknesses of Collaborative Learning

Collaborative learning has strengths and weaknesses. Armstrong (1977, in Nunan, 1992, p.2) explains the strengths of collaborative teaching to pedagogy into five points.

1. Team teaching permits team member to take advantages if individual teacher strengths in planning for instruction and in working with learners.
2. Team teaching spurs creativity because teacher know they must teach for their colleagues as well as for their learners
3. Team teaching facilitates individualized instruction because it is possible to provide learning environments involving close personal contact between teacher and learner.
4. Team teaching provides for better sequencing and pacing of increment of instruction because perceptions of an individual teacher must be varied by at least one other team member.

5. Team teaching builds program continuity over time. Team teaching programs abide. Specific teachers within a team do not.

In addition, Oxford (1997, p.445) states that collaborative learning is effective to promote students' motivation and task achievement, improve students' higher thinking skills, improve students attitudes towards learning subject, emphasize on self-esteem, and lowering anxiety and prejudice. Nunan (1992, p. 23) states collaborative learning can improve students' confidence in developing students' competence. Students' motivation will be increase, if their perceptions and feelings of their competence are enhanced. This development of competence is fostered by teaching that encourages students to assess themselves for their own learning, both alone and with peers.

On the other hands, there are several advantages in collaborative learning. Ferguson-Patrick (2007) on her case study related to collaborative learning in primary school students found some disadvantages of collaborative learning. She found in group discussion there were students with dominant characters that could take over and shut other students down. She also found that there were students who were unconfident to share their ideas in group and preferred to be calm and listened to other friends, it made them not active to participate in group discussion. Clark (2003, p.1) adds time consuming becomes big obstacle in CL. Students need extra

time to have discussion in groups and make summary based on the discussion. Another case study was conducted in 1990 by Bailey et.al as cited in Nunan (1992, p. 173) related to collaborative teaching in ESL situation. They found there were serious problems aroused in situations when teachers had different goals, incompatible approaches and divergent teaching styles. The teacher suggested contradictory solutions to those problems and it gave negative impacts such as less responsibility and motivations between teachers.

Based on the explanation, there are advantages and disadvantages of collaborative learning. Collaborative learning can enhance students' motivation in group discussions, improve their higher-thinking skills, and also helps students in assessing their own learning in group or individually. Yet, collaborative learning has disadvantages which are dominant students in group discussion, irresponsible and unconfident students, time consuming while having group discussion, and less responsibility and motivations of teachers because of contradictory solutions for teaching problems.

g. The Relevant Studies of Collaborative Learning

The research related with collaborative learning is the research conducted by Anuradha A. Gokhale (1995) –

Collaborative Learning Enhances Critical Thinking. This research is about the effectiveness of individual learning versus collaborative learning in enhancing drill-and-practice skills and critical-thinking skills. In this research, the writer tried to analyze and compare individual learning with collaborative learning. The result showed that collaborative learning could foster critical thinking development through discussion, clarification of ideas, and evaluation of others' ideas.

Another research related with collaborative learning is “Collaborative Learning in the EAP Classroom: Students’ Perceptions” conducted by Faith A. Brown in 2010. The study aimed at providing students’ perceptions on CL whether this approach was needed to be improved or changed in EAP classroom. The study showed that most students agreed that CL practices should be encouraged and continued.

In 1980, Neuman-Zockler conducted a study of collaborative learning (Legutke et.al, 1997 p.221). she made a drama project for her intermediate learners in German comprehensive school. She used Little Red Riding Hood as theme of the drama. The project lasted ten lessons included the analysis of this well-known fairy tale through an audio and written version. The class was divided into four groups of six learners, the groups made new versions of the story which they rehearsed into mini drama. All groups

created imaginative adaptations by exciting crime story. In her evaluation of the written work through the scripts and narratives, Zockler referred that collaborative learning could improve learners' independent decision-making. The learners were aware that they had to target on and the consequent needed to make project plan. She also found that learners developed their confidence to bring their own aspirations, ideas, and beliefs into their work.

Based on the previous studies, collaborative learning provides impacts for students. Collaborative learning can improve students' critical thinking and decision making. By learning collaboratively, students can develop their confidence in sharing and giving aspirations, ideas, and beliefs.

3. The Concept of Students' Responses

Oxford Advanced Learner's Dictionary (2008, p. 1293) defines that response is "a reaction to something that has happened or been said. Mifflin (2010, para.1) describes response as the act of responding. Zain (2010, p.1) states that students' responses are ideas, opinions, reactions, and feelings come up from their minds. Students' responses may influence their achievement, interests, and motivation in teaching learning activities.

As the aim of the study was to find out students' responses towards collaborative learning in MicroTeaching course, the term of responses are defined as ideas, reactions, opinions come up based on students' experiences about collaborative learning in the course they took. The responses include classroom management, teaching practice, assessment, curriculum alignment, diversified instruction, teaching aids, the benefit and disadvantages, and the improvement of collaborative learning.

4. MicroTeaching Course

MicroTeaching course is a 4-credit-hour-core subject of English Education Study Program, Faculty of Languages and Arts, Universitas Negeri Jakarta. This course is the last prerequisite subject before students enter formal practicum in school. Students must pass all pedagogical courses before taking this course as they work to become a professional English Teacher in various school settings. This course has programs which are designed to optimize students' involvement throughout teaching-learning process by promoting enjoyable inquiry, direct practice, and collaborative learning atmosphere. In this course, collaborative learning is emphasized through team building. All students are engaged to work together in groups in forms of workshops; school observation; teaching skill application; peer-observation, peer-coaching; reflections; and group reports/presentations.

B. Conceptual Framework

Collaborative learning is used to promote students' improvement in learning by involving them in group of work in order to solve their problems. Collaborative learning is aimed at achieving specific teaching and learning goals. While learning collaboratively, students are engaged to work together, share ideas and information, and discuss problems given by teacher. Students' participations are highly demanded in collaborative learning so they can have discussion and learn their own strengths and weaknesses.

In MicroTeaching course, collaborative learning is implemented in order to achieve the learning and teaching goals. In the course students are demanded to work together as a team during the learning and teaching process. All the activities, from the presentation, observation, until peer and micro teaching are designed to involve students to work in group. As the newly approach implemented in the course, collaborative learning has impacts for students' learning and teaching process whether or not this approach is suitable to help them achieve pedagogic competence, so students might have various responses towards this method. Students' responses revealed after they have experienced during collaborative learning is being implemented in the course. The students' understanding on the concept of collaborative learning would also be revealed. Then, the students' responses on collaborative learning to achieve pedagogic competence in MicroTeaching course will be revealed in such categories as

their responses on classroom management, responses on teaching practice, assessment, curriculum alignment, diversified instructions, teaching aids, and responses of the advantages and disadvantages of CL. Meanwhile, students' expectations also revealed as suggestions on the implementation of collaborative learning.

Based on the conceptual framework, the grid of instrument was composed as following table:

Table 1. The Grid of the Instrument

Sub-Variables	Aspects	Item Number of Instrument	
		Questionnaire	Interview
Students' understanding on the concept of collaborative learning	The background knowledge and understanding of the concept, characteristics, and teaching-learning activities in collaborative learning (CL)	1,2,3,4,5,6,7,8,9,10	1,2
Students' responses on the collaborative learning to achieve pedagogic competence	Responses on classroom management	11,12,13,14,15	3
	Responses on teaching practice	16,17,18,19,20, 21,22	8
	Responses on assessment	23,24,25,26,27, 28,29	4
	Responses on	30,31,32,33,	5

	curriculum alignment	34,35,36,37,38	
	Responses on diversified instructions	39,40,41,42	6
	Responses on teaching aids	43,44,45,46	7
Students' responses on the process of collaborative learning	Benefits/advantages	47,48,49,50, 51,52,53,54, 55,56, 57,56	10,11
	Difficulties/ disadvantages	57,58,59,60, 61,62, 63,64	12
Students expectations	Improving collaborative learning	Open-ended questions	13,14

CHAPTER III

METHODOLOGY

A. Research Design

The study was conducted through a survey. Balvanes (2001, p.76) states “a survey was a method of collecting data from people about who they were (education, finance, etc), how they think (motivation, beliefs, etc) and what they do (behavior). This statement was in lines with Neuman (1997, p.228) who states that surveys were suitable for research questions related to self-reported beliefs and behaviors.

Below were the steps of the writer in conducting the research:

- a. Planning of the study (February – April)
- b. Designing the research instrument (questionnaire and interview) (May)
- c. Collecting Data (early June)
- d. Analyzing and interpreting data (June)
- e. Writing the report (June – early July)

B. Population and Sample of the Study

The population of the study was 119 students of the MicroTeaching class which consisted of 32 students of *Dik A 08*, 33 students of *Dik B 08*, 30 students of *DA MDR 08*, and 24 students of *DB MDR 08*.

Based on Slovin Sampling Formula, the sample of 119 students at least 92 students. In fact, the sample of the study was 85 students from *Dik A*

08, *Dik B 08*, *DA MDR 08* and *DB MDR 08* because students who had been sent the questionnaire by e-mail to be filled didn't send it back. 9 of them were chosen randomly to have interview in order to support data from questionnaire and to get more insight data. 30 respondents became the data of pilot study of the questionnaire.

C. Time and Place of the Study

The study was conducted from February until July 2011 at English Language Study Program (ELESP), Faculty of Language and Arts, State University of Jakarta.

D. Data Collection Technique

The data obtained through administering questionnaire and doing interview. The questionnaires mostly were distributed directly to the participants in English Department and some were distributed through e-mail. For the interview, the writer chose 9 respondents randomly and interviewed them face-to-face.

E. The Instruments

1. Questionnaire

Kirakowski (2000) states "questionnaires were made up of items to which the user supplies answers or reactions" (para.2). Trochim (2006, para.1) defines questionnaire was usually in the form of paper-

and-pencil instrument which the respondent complete. Questionnaire was composed in well-structured questions.

To collect data, the writer used Likert Scale. Based on Tastle et.al (2005), Likert scale was commonly used in getting information of students' perception as well as assessing students' performance (para.1). The questionnaire employed a 5-point scale for participants to indicate their answers (5-strongly agree, 4-agree, 3-undecided 2-disagree, and 1-strongly disagree). Brown (2001, p. 35) mentions the variety of questions formats in surveys which are closed and open responses. The questionnaire used both response formats. Closed responses presented optional answer and the respondent were required to select the answer of their choice, while open responses required the respondent to create their answers in their own words.

Goode (1981, p.135) states that every item in a questionnaire can lead the researcher to find significant answer for his central problem. Every statement was arranged in sequence in order to ease students to fill the questionnaire. It also led students to build their understandings and know the concept of collaborative learning and how it helped them to achieve pedagogic competence. This helped the writer to find the research problem.

The questions of questionnaire were made based on the definitions and statements from experts and researchers compiled at the literature (Goode, 1981: 145). Therefore, each question of the

questionnaire was made based on variables used to answer the research question. The variables of the instruments included students' understanding on the concept of collaborative learning; students' responses of classroom management, teaching practice, assessment, curriculum alignment, diversified instructions, teaching aids; students' responses on the advantages and disadvantages found in collaborative learning; and students' expectation for the improvement of collaborative learning. The following was the rationale of the questions of questionnaire:

Table 11. The rationale of the questions of questionnaire

Aspects	Question Number	Rationale
Students' understanding of the concept of Collaborative learning (CL)	1	As opening question and introduce students about collaborative learning
	2	Based on the definition of CL from Chamot and O'Malley (2006)
	3-4	Based on the definition from Gokhale (1995)
	5	Based on the characteristics described by Cruickshank (2009)
	6-10	Based on the CL characteristics from Oxford (1997)
Students' responses of Classroom Management	11-15	Based on six pedagogic competence described by Davidson (2005)
Students' responses of Teaching Practice	16-22	Based on six pedagogic competence described by Davidson (2005)
Students' responses of	23-29	Based on six pedagogic competence described by Davidson (2005)

Assessment		
Students' responses of curriculum	30-38	Based on six pedagogic competence described by Davidson (2005)
Students' responses of diversified instruction	39-42	Based on six pedagogic competence described by Davidson (2005)
Students' responses of teaching aids	43-46	Based on six pedagogic competence described by Davidson (2005)
Students' responses of the advantages of CL	47	Based on the CL characteristics from Cruickshank (2009)
	48-49	Based on the definition from Gokhale (1995)
	50-56	Based on the CL types of teaching learning activities by Johnson et.al (1994)
Students' responses of the advantages of CL	57-61	Based on the weaknesses of CL described by Bailey (1990)
	62-64	Based on the weaknesses of CL by Nunan (1992)

2. Interview

An interview was a list of points or topics which interviewer must cover during the interview (Goode: 1981 p.133). The writer provided 14 question items of the interview. Each question item of the interview was composed in order to get clearer and deeper students' understanding. The interview was conducted to get specific and more detail information and strengthen the data from questionnaire.

F. Validity and Reliability

Reliability can be defined as the lack of error of measurement while measuring the instrument (Burns: 2001 p. 337). The more error means the less stable and accurate the measurement. While, validity in research gives indication how well the instrument test in a certain area, circumstance, or group of people (Burns: 2001 p. 350).

Before the questionnaire being distributed, the pretest or pilot study was conducted. Balvanes et.al (2001, p. 87) defines a pilot study helps the researcher get a better understanding of the relevant to the questionnaire. The pilot study was conducted to identify the validity and reliability of each questionnaire statement. The invalid statements were eliminated in order to avoid ambiguous interpretations of respondent. The writer carried out pilot study in order to analyze the validity and reliability of the questionnaire. The analysis of the validity and reliability of the questionnaire aims to evaluate the area of weaknesses of instrument.

The writer used factor analysis in SPSS 17 (Statistical package for social science) to analyze the validity for all questionnaires' items. The questionnaires from 30 respondents were analyzed. Based on the r table for 30 respondents, each item needs to have validity score at least 0.361 to become valid. The result showed by 66 items of questionnaire, there were 2 items were invalid number 10 and 55. The writer decided to drop those invalid items since she thought that it wouldn't significantly affect the result

of the study. While, to analyze the reliability of the questionnaire, the writer used the formula of Alpha method in SPSS 17.

$$r_{11} = \frac{K}{K - 1} \left(1 - \frac{\sum \sigma_1^2}{\sigma_t^2} \right)$$

Where:

K = the total of items

σ_t^2 = the total of variance

$\sum \sigma_1^2$ = the total of variance of all items

Based on the calculation through SPSS, the result of r (reliability) was 0.872 showing that the reliability of the instrument was high ($r > 0.7$). The detail calculation is available in the appendix.

G. Data Analysis Techniques

1. The Questionnaires

The data gathered from questionnaire was processed by using Statistical Program for Social Science (SPSS version 17) and Microsoft Excel 2007. Each answer of the questionnaire was given score: Strongly Agree was scored by five, Agree was scored by four, Undecided was scored by three, Disagree was scored by two, and Strongly Disagree was scored by one.

The data from questionnaire were presented in percentages, the total number of each item were divided by the total respondents and then

multiplied by 100%. The result of the calculation was presented by bar graphs.

2. The Interview

To support and strengthen the data from questionnaire, the writer uses interview. The interview protocol consisted of 14 questions related to aspects in the instrument. The questions of the interview were intended to get clearer and deeper responses of the students. The interview was conducted by choosing 9 students randomly. The writer recorded the interview and makes the script to be analyzed.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion on the students' perceptions towards collaborative learning to achieve teacher competence in MicroTeaching course.

A. Data Description

The data were gathered through 2 instruments which are the questionnaire and the interview of students. The questionnaire was administered to 85 MicroTeaching students. The questionnaire consisted of two parts, part 1 was list of statements with 5 rating scale Likert and part 2 was open-ended questions. It was written in Bahasa Indonesia in order to ease students when they filled the questionnaire (attached in appendix) and to avoid any misunderstandings and misinterpretations. The Likert scale with 1-to-5 rating scale was used as the options of response in questionnaire which has meaning:

1 : strongly disagree

2 : disagree

3 : undecided

4 : agree

5 : strongly agree

Meanwhile the data of interview with 9 students were used to confirm and add addition on students' responses towards collaborative learning to achieve pedagogic competence in MicroTeaching course.

B. Data Presentation

1. Students' understanding on the concept of collaborative learning

The following table shows the students' background knowledge and understanding about the concept of collaborative learning that's revealed on the statements 1 until 10 of the questionnaire:

Table 2. Responses accumulation of statements 1 – 10

No	Statement	Response					Number of Students
		1	2	3	4	5	
1	<i>Saya memahami konsep pembelajaran kolaboratif (PK)</i>	0	0	4	71	10	85
2	<i>PK melibatkan kerjasama antar anggota kelompok</i>	0	0	1	56	28	85
3	<i>PK memerlukan diskusi kelompok</i>	0	0	1	51	33	85
4	<i>PK membutuhkan peran serta dari setiap anggota kelompok</i>	0	1	1	45	38	85
5	<i>Anggota tiap kelompok berjumlah sekitar 5 orang</i>	1	5	19	48	12	85
6	<i>Dalam PK saya berbagi informasi / ilmu dalam diskusi kelompok</i>	0	2	5	58	20	85
7	<i>Dalam PK saya mendiskusikan tugas yang diberikan secara berkelompok</i>	0	0	7	59	19	85
8	<i>Dengan berdiskusi saya menguasai materi yang diberikan</i>	0	2	13	57	13	85
9	<i>PK melibatkan saya untuk</i>	0	1	3	53	28	85

	<i>bekerja sama dalam kelompok</i>						
10	<i>Dosen bertindak sebagai fasilitator</i>	0	0	10	58	17	85

Based on the data accumulation table, the data percentages can be depicted through the following chart:

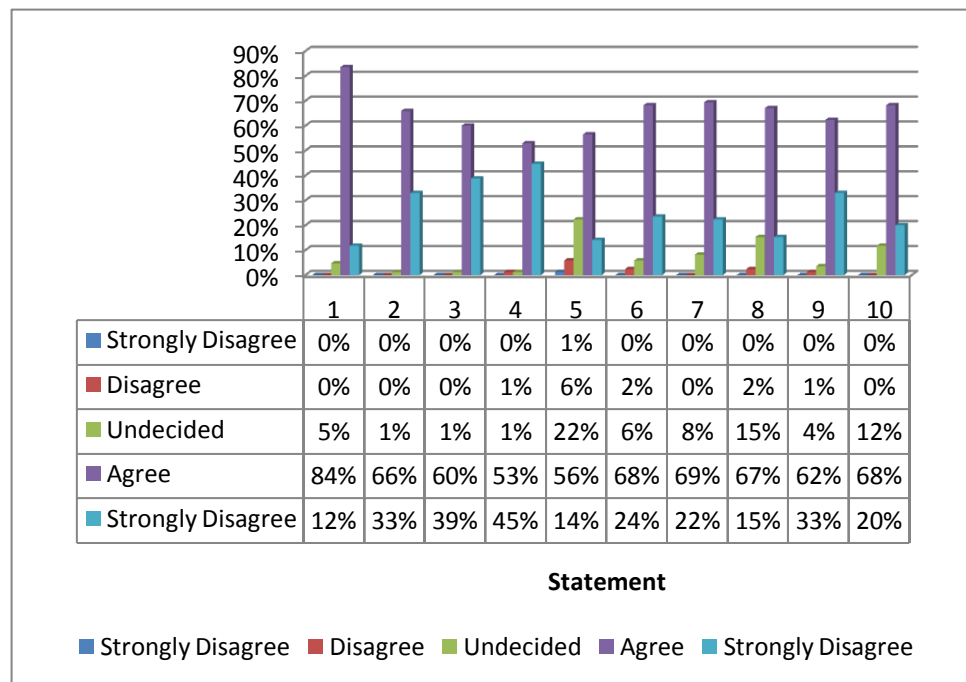


Figure 1. Data percentages of statements 1 – 10

It can be seen, from the table and chart, students understood the concept of collaborative learning (84% agree and 12% strongly agree). 99% students agreed that collaborative learning involved cooperation in teamwork and group discussion. Most students (98%) agreed that in collaborative learning needed students' involvement, but 1% disagreed with it. Most students (70%) agreed that member of each group in

collaborative learning is five person, but few students (7%) disagreed with the statement. 92% students agreed that they can share information through group discussion in collaborative learning and 91% students agreed they discuss their task in group. most students (82%) agreed by discussion they can master the topic given by lecturers while 15% students undecided and 2% students disagreed with the statement. In statement 9, collaborative learning involved students to work in group 94% students agreed with it. 88% students agreed that in collaborative learning students lecturers become learning facilitator.

Compared the data from interview, students understood the concept of collaborative learning. They could explain the concept of collaborative learning based on their own ideas. There are three students explained it in the interview,

“ini menerapkan proses belajar secara berkelompok, jadi kelas itu dibagi beberapa kelompok, tiap kelompok maksimal lima orang. Lalu dalam kelompok itu dikasih tugas untuk menyelesaikan tugas secara berkelompok.”
(Student 2)

”ya disitu kita mengajar bareng-bareng, diskusi bareng-bareng bikin kesimpulan bareng-bareng.” (Student 3)

”menurut saya sama sih konsepnya jadi di kelas itu dibagi kelompok terdiri dari 4 sampai 6 orang nanti kita bahas 1 topik, sebelumnya kita diskusikan dulu topik tersebut dalam kelompok. Kalau sudah kita share di depan kelas dan kita diskusikan dengan kelompok-kelompok yang lain.” (Student 5)

However, based on data percentage statement 5 there are 6% students who disagreed that the member of each group in collaborative learning is 5 students, as stated by student 4:

“Setahu saya sih pembelajaran kolaboratif itu di kelas dibagi kelompok sekitar 6 orang...” (Student 4)

The three statements of Student 2, 3, and 5 represents that students understood the concept of collaborative learning. Student 2 explained that collaborative learning is a learning process through teamwork. Meanwhile, Student 3 stated that in collaborative learning students learned, had discussion and made conclusion together. Students 2 and 5 could elaborate the member of the teamwork. Student 2 stated that there were maximum 5 persons in a group while Student 5 stated that the member were 4 until 6 persons, although Student 4 disagreed with it. Based on the statements, students understood clearly the concept of collaborative learning in Microteaching course. They gave good responses on the concept of collaborative learning in MicroTeaching course.

2. Students’ responses on the collaborative learning to achieve pedagogic competence

a. The responses toward classroom management

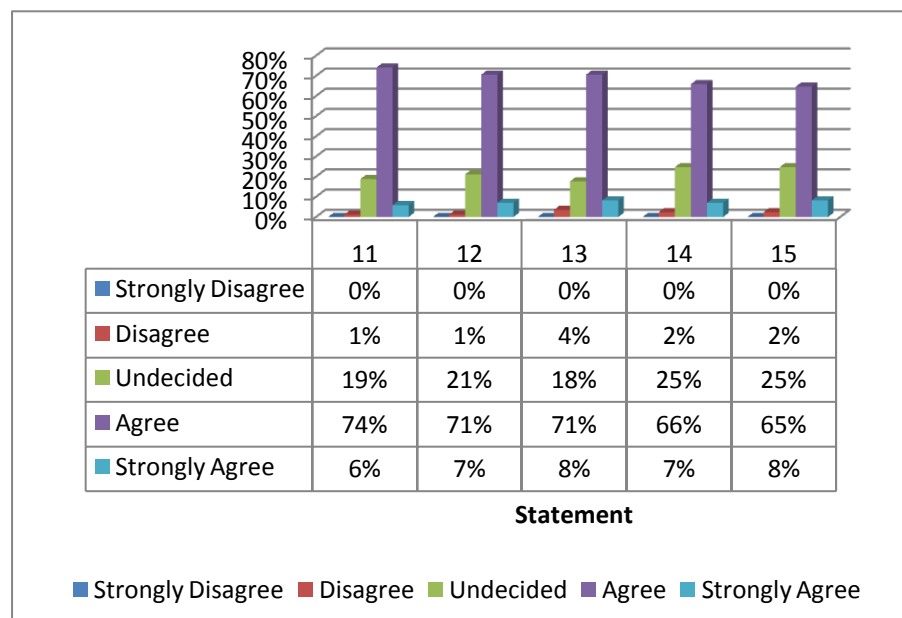
The students' responses on classroom management were revealed through the statements 11 until 15 of the questionnaire. The following table shows the accumulation of the students' responses:

Table 3. Responses accumulation of statements 11 – 15

No	Statement	Response					Number of Students
		1	2	3	4	5	
<i>PK membantu saya dalam:</i>							
11	<i>memahami konsep-konsep manajemen kelas</i>	0	1	16	63	5	85
12	<i>mengantisipasi permasalahan yang ditemukan/terjadi dalam manajemen kelas</i>	0	1	18	60	6	85
13	<i>merancang strategi manajemen kelas yang kondusif</i>	0	3	15	60	7	85
14	<i>mengatur strategi yang sesuai untuk manajemen kelas</i>	0	2	21	56	6	85
15	<i>mengembangkan strategi yang sesuai untuk manajemen kelas</i>	0	2	21	55	7	85

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 2. Data percentages of statements 11 – 15



From the data percentage it can be seen that 80% students agreed that collaborative learning could help them to understand the concept of classroom management. 78% students (71% agreed and 7% strongly agreed) agreed that by learning collaboratively they could anticipate any problems found and happened in classroom management. 79% students could design conducive classroom management, but 4% students didn't agree with it. In arranging appropriate strategies 62 students (73%) agreed that collaborative learning helped them. 62 students (73%) students agreed that collaborative learning helped them develop classroom management strategies whereas some students (25%) undecided and few students (2%) disagreed with it.

Compared the data from students' interview, the students agreed that collaborative learning could help them understand the concept of classroom management, anticipate problems, design and develop classroom management strategies. Two students explained their ideas:

"membantu banget." (Sudent 9)

"sangat membantu. Karena kalau kita enggak belajar dalam kelompok mungkin hanya pemahaman kita"

saja, gak ada pembahasan tambahan ide dari temen lain, jadi ya itu sangat membantu.” (Student 6)

“membantu. Apalagi ada beberapa anak yang udah punya pengalaman ngajar jadi bisa sharing untuk nanganin siswa yang nakal dll.” (Student 8)

Students who had not mastered classroom management before stated that by learning collaboratively, they could share and learn from other friends. One student give her response related to her difficulty in arranging classroom management.

“jujur aja sih untuk classroom management itu pribadi salah satu masalah, karena itu salah satu topik yang tidak saya kuasai, jujur saja. Tapi kebetulan kita dalam satu kelompok atau antar kelompok ngasih input, kayak misalnya ada missbehave itu kita diajarin cara menanggulangnya gimana segala macem. Selain itu dosen juga ngasih inputnya pas, gitu.” (Student 4)

However, few students in MicroTeaching disagreed that collaborative learning helped them master classroom management. In the interview, a student seemed unsure with it and gave his opinion,

“bagaimana ya, sebenarnya pembelajaran kolaboratif di MicroTeaching ini, satu-satu orang ada yang gak ngerti manajemen kelas kayak bagaimana. Ada yang sekedar dapat bagian pembukaan, pembukaan itu kan cuma basa-basi doang. Ada yang gak ngerti gitu, gimana sih manajemen kelas itu sendiri. Kan gak pernah nemuin materi intinya pas ketemu manajemen kelas itu sendiri. Jadi agak susah tuh makanya. iya, kurang memahami sih sebenarnya” (Student 1)

To sum up, the students responded that collaborative learning helped them master classroom management, from understanding the

concept until developing classroom management strategies. They agreed by sharing together with groups and lecturers they could learn and reflect what they learned and experienced in managing classroom. An student (Student 8) explained that she could learn classroom management from her friend who had experienced in teaching how to anticipate misbehavior students, etc. Meanwhile, student who was unsure about it stated that classroom management could not be learnt fully because the distribution of classroom management for students in groups for teaching practice in MicroTeaching did not run smoothly.

b. The responses on teaching practice

The following table shows the accumulation of the students' responses on statements 16 until 22 of the questionnaire which reveal the students' responses on teaching practice:

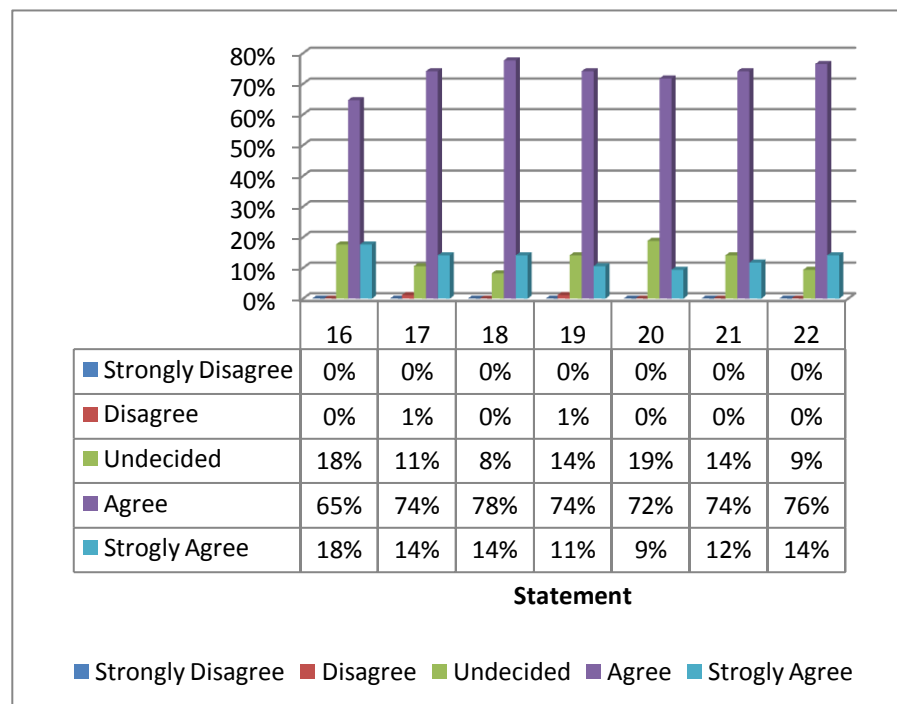
Table 4. Responses accumulation of statements 16 – 22

No	Statement	Response					Number of Students
		1	2	3	4	5	
<i>PK membantu saya dalam:</i>							
16	<i>merancang tujuan pembelajaran</i>	0	0	15	55	15	85
17	<i>memilih metode mengajar yang sesuai dengan tujuan pembelajaran</i>	0	1	9	63	12	85
18	<i>merancang metode mengajar yang sesuai</i>	0	0	7	66	12	85

	<i>dengan tujuan pembelajaran</i>						
19	<i>mengembangkan metode mengajar</i>	0	1	12	63	9	85
20	<i>memahami strategi belajar mengajar</i>	0	0	16	61	8	85
21	<i>mengembangkan strategi belajar mengajar</i>	0	0	12	63	10	85
22	<i>memodifikasi strategi belajar mengajar agar sesuai dengan kebutuhan siswa</i>	0	0	8	65	12	85

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 3. Data percentages of statements 16 – 22



From the data percentage, it can be seen that most of the students (85% or 70 students) agreed that collaborative learning helped them to design learning goals for teaching. 88% (74% agree and 14% strongly agree) students responded that collaborative learning helped them choose appropriate teaching methods while 92% students agreed collaborative learning could help them to design teaching methods which were appropriate with learning goals. 72 students (85%) responded by learning collaboratively they could develop teaching methods. Whereas 86% and 90% students agreed that collaborative learning helped them to develop and modify teaching-learning strategies appropriate with students in school.

Comparing the data percentage and students' interview, most students agreed that collaborative learning helped them in their teaching practice, such as peer teaching. During learning collaboratively, although each student had their own teaching part students shared and discussed what they were going to teach in their groups.

“peer teaching? Iya disini sangat membantu soalnya kita bisa melihat performance teman-teman kita untuk diterapkan di diri kita. Misalnya bagian set induction ini seperti ini tanpa kita belajar atau cari sendiri. kita belajar dari orang lain kemudian kita contoh dan diterapkan di diri kita. Semua part dalam teaching ini kita buat.” (Student 2)

”seperti yang saya bilang MT ini lebih butuh ide, diskusi karena kalau kita kerja sendiri kita gak tau

materi ini sudah benar dan cocok atau belum.” (Student 6)

Kelompok tapi ada porsinya masing-masing. Tapi nyusunnya masih sama-sama dan bisa didiskusikan. Jadi gak terlalu stress banget. (Student 7)

A student in the interview gave her perception that collaborative learning helped her and groups in teaching practice but the limitation of time became their obstacle.

“banyak (membantu) cuma mungkin waktunya aja gak cukup. Saat mengajar jadi guru atau murid atau pengawas. Jadi bisa melatih kita di berbagai posisi.” (Student 3)

In summary, most students agreed that collaborative learning helped them in teaching practice, from designing until developing teaching methods, and from understanding until modifying teaching-learning strategies which were appropriate for students. The students shared their ideas and discussed together in their groups about their teaching materials etc. every students had their parts during teaching practice in MicroTeaching, some students became teachers, some became students, the rest became supervisor. However, the limitation of time became student’s minor obstacle while practiced teaching. It was caused the teaching preparation usually took long time and it made time of teaching practice students were limited. In short, it can be concluded that collaborative learning helped students in teaching practice in MicroTeaching.

c. The responses on assessment

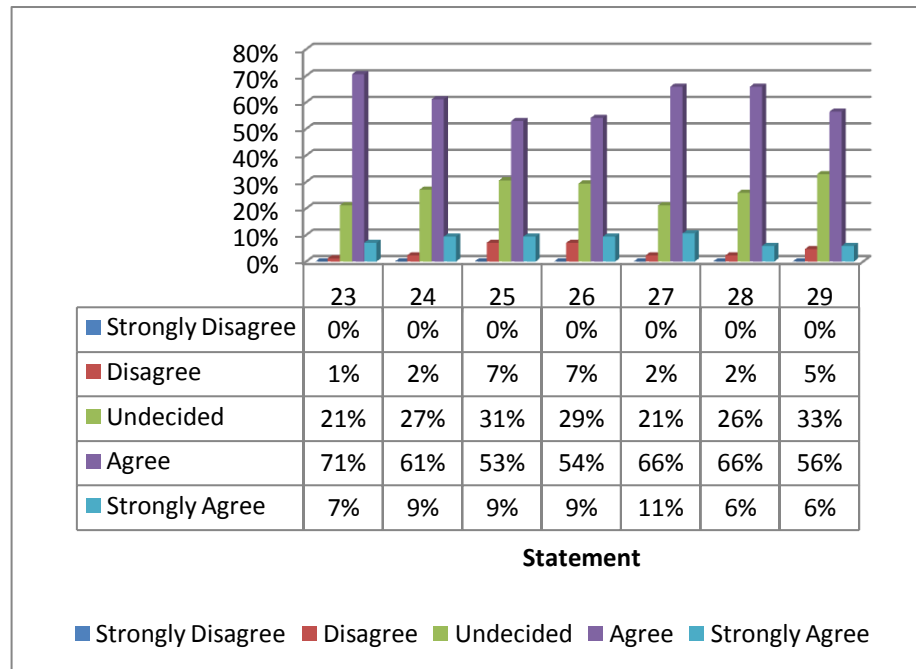
The following table shows the accumulation of the students' responses on statements 23 until 29 of the questionnaire which reveal the students' responses on assessment:

Table 5. Responses accumulation of statements 23 – 29

No	Statement	Response					Number of Students
		1	2	3	4	5	
<i>PK membantu saya dalam:</i>							
23	<i>membuat standar penilaian agar sesuai dengan tujuan pembelajaran</i>	0	1	18	60	6	85
24	<i>memahami metode penilaian untuk mengukur pemahaman siswa</i>	0	2	23	52	8	85
25	<i>merancang rubrik penilaian untuk tes/non-tes</i>	0	6	26	45	8	85
26	<i>Menentukan rubrik penilaian (untuk tes/non-tes) untuk mengukur pemahaman siswa</i>	0	6	25	46	8	85
27	<i>menggunakan tes untuk menilai pemahaman siswa</i>	0	2	18	56	9	85
28	<i>menggunakan non-tes untuk menilai pemahaman siswa</i>	0	2	22	56	5	85
29	<i>menentukan skor/nilai berdasarkan standar penilaian</i>	0	4	28	48	5	85

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 4. Data percentages of statements 23 – 29



From the response accumulation table and data percentages, 78% students agreed that collaborative learning helped them in making assessment for their lesson plans. 70% students (61% agreed and 9% strongly agreed) responded that collaborative learning helped them understand assessment methods in MicroTeaching while 27% students chose undecided and 2% students responded disagreed. 62% students agreed that they could design rubric assessment while 31% students undecided and 7% students disagreed with it. 63% students could determine rubric assessment to measure students understanding both in test or non-test. Most students (77%) used to measure students' understandings after learning activities while some students (26%) undecided and few students (2%) disagreed with the statement.

The data show that 78% students agreed that collaborative learning help them in making assessment for their lesson plans. A student explained besides discussing with groups they asked to the lecturers. An student explained that assessment in CBA course she learned before she implemented and developed in her group lesson plans in MicroTeaching. Three students gave their responses on assessment,

"iya membantu banget soalnya kalau dari saya, tiap orang bikin macam-macam konten tapi satu topik gitu kemudian jadi satu. Kemudian kita lihat kelebihan kekurangannya. Yang bagus-bagus kita ambil." (Student 2)

"ya membantu juga, karena dengan kolaboratif itu kita berdiskusi bila ada kesalahan dengan dosen juga sehingga bisa dapet rancangan pembelajaran yang baik, gitu.." (Student 3)

"penilaian karena kebetulan kita ada satu mata kuliah lain CBA lebih enak nya sih lebih detail. Jadi berdasarkan CBA itu persepsi penilaian teman-teman kita leburin dan sharing bareng dalam kelompok MT itu." (Student 9)

However, some students (29%) were unsure and unconfident whether collaborative learning could help them in determining assessment rubrics for both test and non test. A student explained that she was not really sure with her assessment especially in assessing speaking. Two students gave their responses,

"gimana ya.. sebenarnya kurang ngerti juga sih untuk rubrik penilaian itu sendiri karena saya sendiri hampir gak pernah nyentuh rubrik penilaian diproses PK ini." (Student 1)

“kalau saya sih untuk assessment belum benar-benar banget apalagi kalau assessment skill speaking gitu yah soalnya di mata kuliah assessment-nya belum terlalu mendalam.” (Student 7)

“... kalau penilaian bikin sendiri-sendiri.” (Student 6)

Based on the explanations, most of students agreed that collaborative learning helped them from understanding, making, until developing assessment in MicroTeaching. By working collaboratively, they shared and discussed which assessments were appropriate with their lesson plan. However, there were few students who unconfident with it because they still confused whether their assessment rubric in their lesson plan whether or not was appropriate, especially in assessing speaking skill. The students chose to make their own assessment by themselves without sharing and having discussion with groups.

d. The responses on curriculum alignment

The following table shows the accumulation of the students’ responses on statements 30 until 38 of the questionnaire which reveal the students’ perceptions on curriculum alignment:

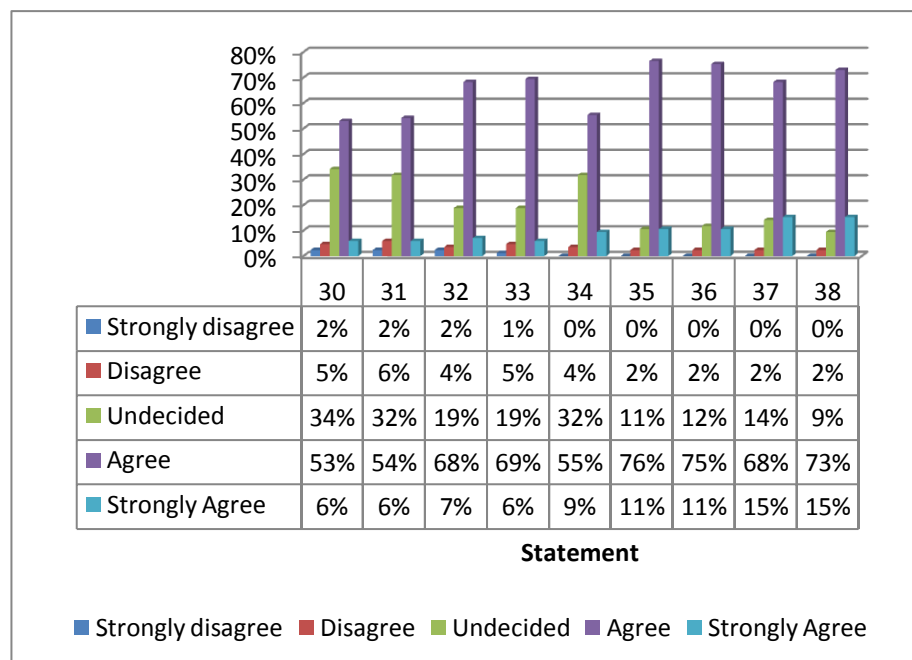
Table 6. Responses accumulation of statements 30 – 38

No	Statement	Response					Number of Students
		1	2	3	4	5	
<i>PK membantu saya dalam:</i>							
30	<i>memahami konsep kurikulum</i>	2	4	29	45	5	85

31	<i>memahami komponen-komponen pada kurikulum</i>	2	5	27	46	5	85
32	<i>memahami konsep silabus</i>	2	3	16	58	6	85
33	<i>memahami komponen-komponen silabus</i>	1	4	16	59	5	85
34	<i>merancang silabus</i>	0	3	27	47	8	85
35	<i>memahami konsep RPP</i>	0	2	9	65	9	85
36	<i>memahami komponen-komponen RPP</i>	0	2	10	64	9	85
37	<i>merancang RPP berdasarkan silabus</i>	0	2	12	58	13	85
38	<i>mengembangkan RPP berdasarkan silabus dan kebutuhan siswa</i>	0	2	8	62	13	85

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 5. Data percentages of statements 30 – 38



The data show that 88% students understood the concept of lesson plan by learning collaboratively. An student explained that she already got CMD (Curriculum Material Development) course in the previous semester and it helped her groups in understanding and the concept of lesson plan in MicroTeaching. Other students said that she learned and shared lesson plan and syllabus from her groups then they had discussion together.

“secara aktif sih sangat membantu sekali karena walaupun kita dapat curriculum material development di CMD itu sepertinya kita merombak apa yang ada dan kita tambahkan berdasarkan apa yang kita tahu padahal kenyataannya yang kita dapat di MT enggak semudah itu harus disesuaikan lagi. Dan sesuai dengan materi collaborative learning itu di bagian terakhir. Jadi mendukungnya itu ya membantu apa yang udah kita dapat”. (Student 9)

ada temen yang punya silabus dari mana kita bisa saling sharing nah nanti disitu kita benerin, kerja bareng-bareng. (Student 3)

However, there are some students (34%) responded that they were unsure whether collaborative learning helped them understand the concept of curriculum because in MicroTeaching the discussion about curriculum alignment, syllabus, and lesson plan were only discussed in general.

“kurikulum itu sendiri kita gak dapat di mata kuliah WE ini, kita dapatnya di mata kuliah CMD. Jadi ya in general aja.” (student 5)

“kalau di MicroTeaching ini PK gak banyak ngomongin kurikulum gitu bahkan gak ngomongin

kurikulum soalnya udah diomongin di CMD.” (Student 2)

”kurikulumnya kurang kali ya.” (Student 3)

Based on the explanation, it can be concluded that collaborative learning helped students in curriculum alignment. Most students (88%) understood the concept of lesson plan. In MicroTeaching, they discussed their lesson plan and syllabus in groups. However, some students were unconfident whether collaborative learning helped them in curriculum alignment. It was caused that in the previous semester the students already got CMD course which dealt with curriculum, syllabus, and lesson plan so in MicroTeaching, this curriculum alignment were only discussed in general.

e. The responses on diversified instructions

The following table shows the accumulation of the students’ responses on statements 39 until 42 of the questionnaire which reveal the students’ perceptions on diversified instructions:

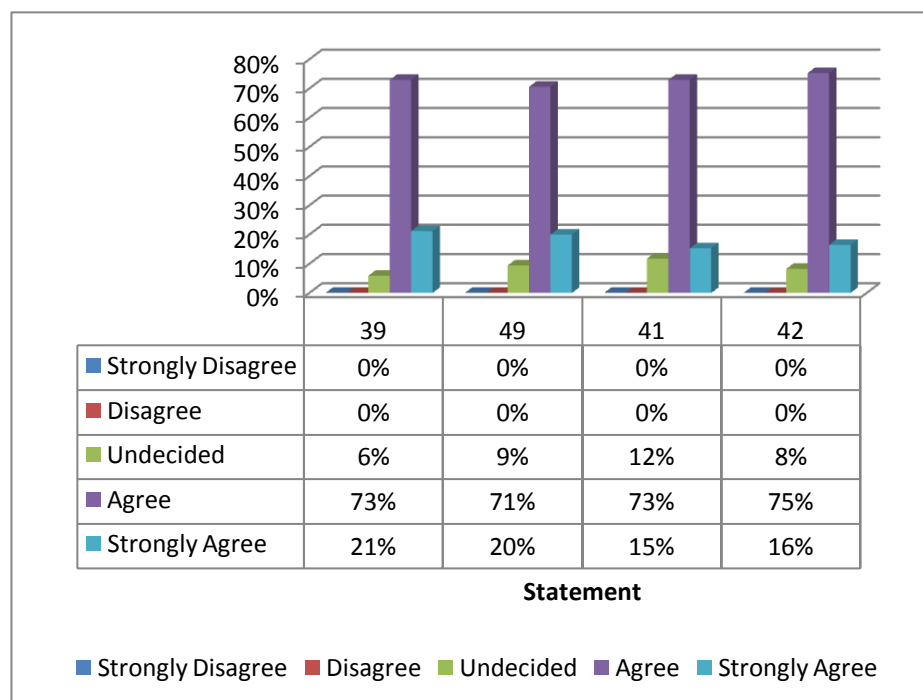
Table 7. Responses accumulation of statements 39 – 42

No	Statement	Response					Number of Students
		1	2	3	4	5	
<i>PK membantu saya dalam:</i>							
39	<i>memahami berbagai jenis instruksi (membuka pelajaran, mengerjakan tugas,</i>	0	0	5	62	18	85

	<i>membuat kesimpulan, dll) dalam kegiatan belajar mengajar</i>						
40	<i>merancang instruksi yang sesuai untuk kegiatan belajar mengajar</i>	0	0	8	60	17	85
41	<i>mengaplikasikan instruksi yang dirancang dalam kegiatan belajar mengajar</i>	0	0	10	62	13	85
42	<i>menyesuaikan instruksi berdasarkan kegiatan belajar mengajar</i>	0	0	7	64	14	85

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 6. Data percentages of statements 39 – 42



Most students (94% or 80 students) responded that collaborative learning in MicroTeaching course helped them understand kinds of teaching and learning instructions. Most students (91%) also agreed that by learning collaboratively they could design appropriate instructions for teaching and learning practice in MicroTeaching course. In applying instruction and adapting the instruction in teaching-learning practice most students also agreed that collaborative learning helped them. Two students gave their perceptions on diversified instruction:

“iya pasti, sama kayak tadi, kita bertukar pikiran apa yang bagus dalam membuat instruksi dengan jelas, tanpa ambigu dan sebagainya.” (Student 2).

”pada dasarnya PK itu kan sharing ya antar anggota kelompok itu sendiri. misalnya saya bingung indikator ini enak nya pakai latihan apa ya dan instruksi apa ya kita ngomongin berkelompok.” (Student 4)

However, there is a student in the interview who unsure that collaborative learning helped her in determining teaching-learning instructions.

”pernah sih dikasih materi seperti itu tapi selebihnya kita sendiri yang menerapkannya. Lebih ke kita sendiri aja maunya kayak apa.” (Student 7)

To sum up, most students responded positively that collaborative learning helped students in understanding, designing, applying, until adaption appropriate teaching-learning instructions in MicroTeaching course. However, there was student who unsure about

it and stated that her groups chose and determined teaching-learning instructions by themselves without having discussion before.

f. The responses on teaching aids

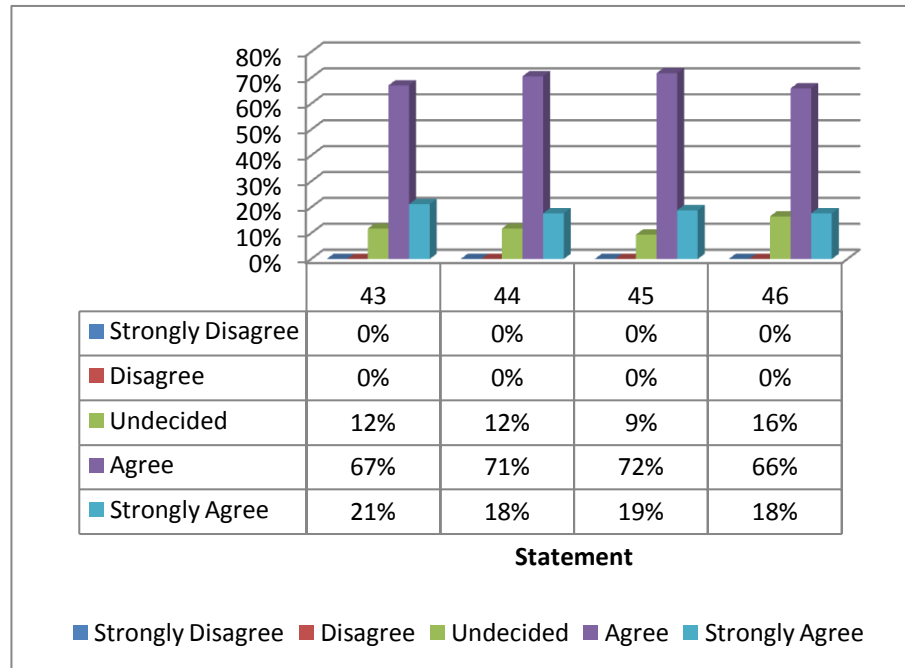
The following table shows the accumulation of the students' responses on statements 43 until 46 of the questionnaire which reveal the students' responses on teaching aids:

Table 8. Responses accumulation of statements 43 – 46

No	Statement	Response					Number of Students
		1	2	3	4	5	
<i>PK membantu saya dalam:</i>							
43	<i>menentukan media (teknologi/non-teknologi) pembelajaran yang sesuai dengan kegiatan belajar mengajar</i>	0	0	10	57	18	85
44	<i>merancang media pembelajaran yang sesuai</i>	0	0	10	60	15	85
45	<i>menggunakan media pembelajaran yang sesuai</i>	0	0	8	61	16	85
46	<i>memaksimalkan lingkungan sekitar sebagai media pembelajaran</i>	0	0	14	56	16	85

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 7. Data percentages of statements 43 – 46



From the responses accumulation table and data percentages, most students (91% or 77 students) responded positively that collaborative learning helped them use appropriate teaching aids. 88% students responded by learning collaboratively they could determine appropriate teaching aids based on their lesson plan. 89% students agreed that CL helped them in designing teaching aids. Student 3 explained that collaborative learning helped her for teaching aids in her group, by sharing ideas student will be creative in using teaching aids. Collaborative learning also helped students who were less creative in creating or using teaching aids. By sharing and worked collaboratively, students would be more encouraged in using appropriate teaching aids based on their lesson plan.

"PK tuh ngebantu banget dalam media pembelajaran karena kalau cuma mantengin kemampuan diri sendiri itu gak bisa. Nanti punya ide yang mana pakai apa jadi media pembelajarannya lebih kreatif dan banyak." (Student 3)

"ya kalau PK itu sendiri, saya akui saya kurang kreatif gitu jadi kalau biasanya mau peer teaching berkelompok dan mengedepankan nama kelompok dan nilai biasanya kita segala sesuatunya sudah didiskusikan termasuk media itu sendiri." (Student 4)

"sebelum kita menentukan media kita cari dulu materinya terus kita pilih kita mau pakai media apa dan share dulu ke anggota grup." (Student 6)

In addition, students not only creating their teaching aids, but also they could used things around them as their teaching aids. A Student stated her perception in the interview,

"Kalau benda yang akan dipakai untuk media ada di kelas ya kita pakai itu tapi kalau gak ada ya kita sedia gambar." (Student 8)

Students responded that collaborative learning helped them in teaching aids. Students worked collaboratively by giving and sharing creative ideas from determining, designing, until using teaching aids. Besides creating teaching aids by themselves, students also maximized their surrounds to be used as teaching aids.

3. Students' responses on the benefits of the process of collaborative learning

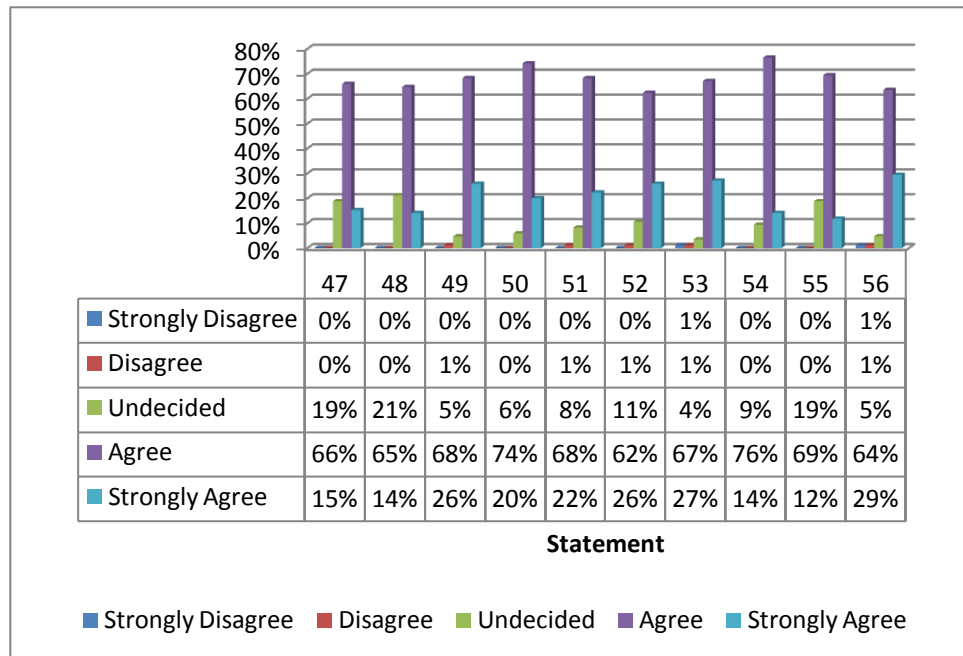
The following table reveals the students' perceptions on the benefits of the process CL:

Table 9. Responses accumulation of statements 47 – 56

No	Statement	Response					Number of Students
		1	2	3	4	5	
47	<i>Meningkatkan motivasi dalam kegiatan belajar mengajar</i>	0	0	16	56	13	85
48	<i>Meningkatkan kemampuan berpikir kritis</i>	0	0	18	55	12	85
49	<i>Meningkatkan kemampuan berdiskusi</i>	0	1	4	58	22	85
50	<i>Mengetahui kelebihan dan kekurangan saya</i>	0	0	5	63	17	85
51	<i>Membantu saya aktif dalam diskusi kelompok</i>	0	1	7	58	19	85
52	<i>Meningkatkan rasa percaya diri</i>	0	1	9	53	22	85
53	<i>Menanamkan kerjasama antar anggota kelompok</i>	1	1	3	57	23	85
54	<i>Membantu mencapai tujuan pembelajaran</i>	0	0	8	65	12	85
55	<i>Membantu saya mencapai kompetensi guru</i>	0	0	16	59	10	85
56	<i>Membangun rasa tanggung jawab antar anggota kelompok</i>	1	1	4	54	25	85

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 8. Data percentages of statements 47 – 56



There are 81% (66% agreed and 15% strongly agreed) students who agreed that collaborative learning motivated them in MicroTeaching course. Most students (79%) agreed collaborative learning could enhance their critical thinking. They also agreed that collaborative learning improved their ability in group discussion. It can be seen from data percentage statement 49, 26% students chose strongly agree and 68% students agree while 5% students undecided. 94% students in MicroTeaching agreed by collaborative learning they could know their strengths and weaknesses in teaching practice while 6% undecided. Most students (90%) realized that collaborative learning made them active in group discussion. 88% students agreed that collaborative learning improved their confidence in MicroTeaching, especially in teaching

practice. 94% students agreed that collaborative learning could help them work together in group. 77 Students (90%) agreed that collaborative learning helped them to achieve their learning goals in MicroTeaching. 81% students agreed that collaborative learning helped them achieve teacher competence while 19% students undecided. Collaborative learning could build students' responsibility, 93% students agreed with this statement while 5% undecided and 2% disagreed.

Comparing the result of data percentage and the students' interview, most students (94%) agreed that collaborative learning made them know and learn their strengths and weaknesses. Through sharing ideas and having discussion, students could reflect their teaching ability. They could improve their strengths and minimize their weakness in teaching practice by receiving comments and additions from other students. Three students gave their perceptions about it,

"... kita bisa saling ngisi. Misal kita kurang di satu hal yang lain bisa ngebantu. Selain itu juga bisa tukar pikiran..."
(Student 1)

"Kalau liat teman kita teaching kita lihat oh kita kurang bagian ini jadi harus ditambahkan waktu saya teaching."
(Student 7)

"... kalau kita gak tahu siapa tahu teman lain tahu akhirnya bisa saling ngasih masukan." (Student 8)

In addition, most students (94%) responded positively that CL improved their ability in discussions in groups. In group discussion mostly students discussed teaching materials they were going to use in lesson

plans for teaching practice. Two students gave their perceptions in the interview,

"...jadi kita lebih banyak diskusi dengan teman. Kalau kita gak tahu materi ini nanti teman kita tahu dan kita lebih banyak sharing." (Student 6)

"... biasanya yang paling sering sharing itu materi-materinya." (Student 8)

93% students responded that CL helped them build their responsibility in groups. In MicroTeaching, students worked in group to make lesson plans, the divided teaching practice in lesson plans based on the amount of group members. Each student would get their own parts and they should be responsible with their parts. Two students explained in the interview,

"yang pertama menyadari tanggung jawab sendiri ya. Disini kita kan punya tugas masing-masing jadi dituntut tanggung jawab, dituntut aktif dan gak egois." (Student 4)

" ya ini kewajiban masing-masing. Misal lo dapet set induction, ini tugas gue buat lesson delivery. jadi ada rasa kebersamaan gitu buat kita tanggung jawab ke kelompok. Kita punya partisipasi lah dalam kelompok itu." (Student 5)

Furthermore, 81% students agreed that CL in MicroTeaching helped them achieve teacher pedagogic competence. By sharing ideas and having discussions, CL helped students in achieving teacher competence. Student 2 explained CL helped him to reflect and learn students' teaching practice in MicroTeaching. In CL students learned their strengths and weaknesses in their teaching practice and also others'. Student 4 explained

that CL helped her in making lesson plans for teaching practice by having discussion in group. Three students gave their perceptions in the interview,

"iya bisa dikatakan membantu." (Student 9)

"iya sangat. Kayak tadi setelah kita lihat performance dari teman-teman kita dan kita sendiri, kita bisa ambil baiknya gimana buruknya kita buang/hindari sehingga kita mendapat kompetensi guru tersebut." (Student 2)

"pasti ya. Ya misal kita dikasih tugas tapi individual gak berkelompok ya ngeraba juga gitu mau ngapain. Sedangkan mata kuliah yang ada RPP-nya cuma WE kan?" (Student 4)

In summary, CL in Microteaching gave benefits for students. By learning collaboratively students could recognize and reflect their strengths as well as their weaknesses. They reflected their strengths and weaknesses by comments and feedbacks given from lecturers and other students. Moreover, students not only learned from the feedbacks but they also learned from other students' teaching practices. Students took the benefits or strengths and avoid any weaknesses of other students' teaching practices. Collaborative learning gave positive impact for students' ability in group discussion. Collaborative learning improved students' ability in group discussion in MicroTeaching. Mostly the group discussion dealt with materials used for lesson plans. Students shared ideas and had discussion to determine appropriate teaching materials they were going to use. Beside reflecting strengths-weaknesses and improving students' ability in discussion, collaborative learning helped students achieve pedagogic competence. Students got and learned materials dealing with

classroom management, lesson plan, etc in MicroTeaching then they learned and mastered in by working collaboratively through sharing ideas and group discussions. Collaborative learning helped students build their responsibility in groups. In making lesson plans, students were demanded to work in group. Students were encouraged to give any information they knew, share their ideas in order to make good lesson plans. In short, collaborative learning gave benefits for students in MicroTeaching course.

4. Students' responses on the disadvantages of the process of collaborative learning

The following table reveals the students' perceptions on the disadvantages of the process of collaborative learning:

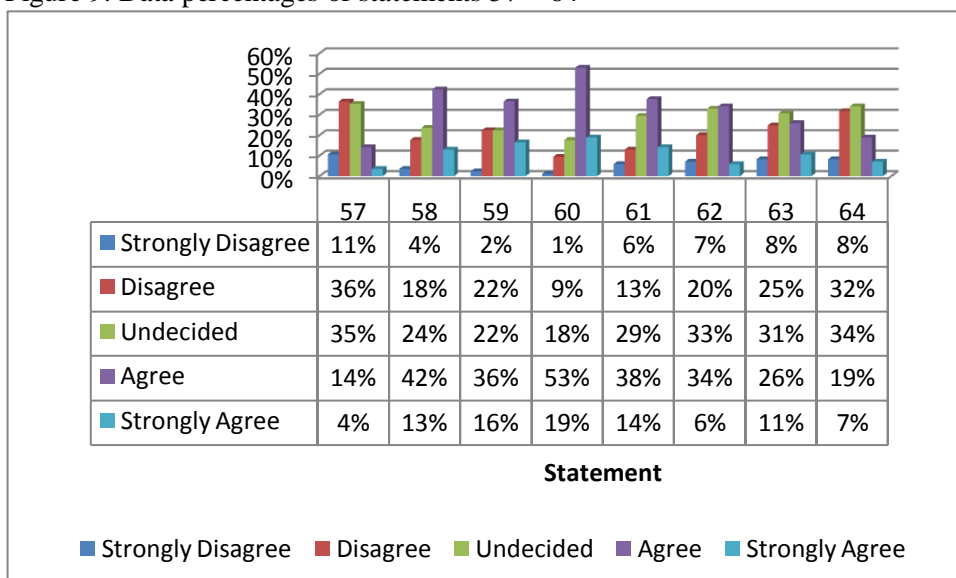
Table 10. Responses accumulation of statements 57 – 64

No	Statement	Response					Number of Students
		1	2	3	4	5	
57	<i>PK tidak membantu saya mencapai kompetensi guru</i>	9	30	31	12	3	85
58	<i>Membutuhkan waktu lama untuk berdiskusi</i>	3	15	20	36	11	85
59	<i>Kurangnya kerjasama antar anggota kelompok</i>	2	19	19	31	14	85
60	<i>Adanya ketergantungan antar anggota kelompok</i>	1	8	15	45	16	85
61	<i>Kurangnya tanggung jawab antar anggota</i>	5	11	25	32	12	85

	<i>kelompok</i>						
62	<i>Kurangnya motivasi dari dosen</i>	6	17	28	29	5	85
63	<i>Kurangnya umpan balik dari dosen</i>	7	21	26	22	9	85
64	<i>Instruksi dosen tidak jelas</i>	7	27	29	16	6	85

Based on the data accumulation, the data percentages can be depicted through the following chart:

Figure 9. Data percentages of statements 57 – 64



Based on the data percentages, most students (72%) agreed there was interdependence between students in groups. Students felt this situation when they had discussion to make lesson plans. Some students didn't pay attention and participate in group discussion and let other members of group make lesson plans by themselves. There are four students gave their perceptions about it,

"ketergantungan antar anggota kelompok yang cukup besar." (Student 6)

"Ada yang aktif banget.. ada yang terima jadi saja." (Student 1)

"Ada ketergantungan antar anggota misal dalam membuat RPP dia gak ikutan." (Student 5)

"... ya karena ini kelompok kadang ada beberapa orang yang ngerjain tugasnya itu Cuma seenaknya aja, kurang tanggung jawab." (Student 4)

Time consuming becomes a significant disadvantage of CL in MicroTeaching. Most students (55%) agreed that CL in MicroTeaching took long time. A student said that it was because there were a lot of students in the class, the preparation and presentation needed long time. The student gave her perception,

"... karena kita ada banyak mahasiswa, jadi untuk nyusunnya butuh waktu dan presentasi." (Student 3)

40% students agreed that there were lack of lecturers' feedbacks during teaching practice in MicroTeaching. A student explained that when she did teaching practice, the lecturers had not come to classroom. The lecturers entered classroom after she finished her teaching practice and it caused she didn't get enough feedback for her performance in fact she really needed the feedback in order to improve her teaching skills. A student responded that lecturers only gave general feedback and it was not sufficient for her and her group. Three students gave their responses about it,

“Ya untuk WE-nya itu sendiri sih kita harap lesson plan kita benar-benar dikasih feedback sama dosennya. Bukan cuma feedback yang asal ada tapi dikasih yang rinci.” (Student 4)

” feedbacknya masih belum cukup karena masih general aja diberikannya.” (Student 7)

” untuk feedback, selama saya maju untuk teaching dosennya belum masuk jadi saya gak dapat feedback langsung. Jadi merasa kehilangan aja jadi gak tahu kekurangan saya apa saja.” (Student 6)

In conclusion there are disadvantages of CL students responded in MicroTeaching course. Most students (61students or 72%) agreed there was negative interdependence between students in group, especially in making lesson plan. Students with lack of responsibility didn't participate in group discussion. Most students (55%) agreed that time consuming became disadvantage of CL. It is because the more students the more time needed for classroom presentation and teaching practice preparation. Lack of lecturers' feedbacks also became disadvantages in CL. Students needed deep feedback, not general one, in order to improve their teaching skills.

5. Data related to students' opinion and expectation towards the collaborative learning activities in MicroTeaching Course

There were 4 open-ended questions to gain students' opinion and expectation on collaborative learning activities in MicroTeaching. This part included the data of students' opinion and expectation to improve

collaborative learning activities in MicroTeaching. The students' interviews were also used to describe some perceptions.

Most students responded that collaborative learning were suitable and effective to be implemented in MicroTeaching course.

"Ya, karena penerapan PK pada kuliah MicroTeaching membuat saya bisa lebih bekerja sama dengan orang lain. Penerapan PK juga dapat membuat saya mengerti kekurangan saya" (Respondent 3)

"Ya. Karena PK membangun rasa kerjasama yang baik dan tanggung jawab pribadi untuk mencapai tujuan." (Respondent 6)

"tukar pikiran, diskusi jadinya gak capek, gak berat" (Student 3)

"Ya. Karena pada mata kuliah MT, tiap kelompok dituntut untuk saling bekerja sama, bertanggung jawab terhadap perannya masing-masing dan kompak." (Respondent 11)

"ya efektif sih karena banyak efek positifnya ya disamping efek negatif-negatifnya." (Student 4)

However, there were some students who responded collaborative learning was not fully implemented in MicroTeaching.

"Menurut saya, penerapannya masih belum terlalu sesuai dengan konsep PK karena masih banyak yang missed dalam berbagai hal." (Respondent 9)

"jadi kurang efektif karena sendiri-sendiri." (Student 6)

"Belum berjalan efektif dikarenakan belum semua anggota terlibat." (Respondent 19)

Most students responded positively collaborative learning was suitable to be implemented in MicroTeaching course. By working

collaboratively, it was not so hard to do all assignment because students could work together, share any information they got, and discuss any materials for lesson plan. On the other hand, lack of students' contribution made some students disappointed because they really needed to share ideas with other members especially to make lesson plans in group. Students hoped in collaborative learning each group members gave their contributions in all activities in MicroTeaching.

Based on the data collected, most students responded collaborative learning helped them achieve teacher competence in Microteaching.

"Ya. Saling bertukar pikiran dan refleksi diri serta kelompok saat performance, jadi kita tahu kelemahan dan kelebihan dalam mencapai kompetensi guru." (Respondent 14)

"Ya. Saya jadi lebih paham akan segala mata kuliah pendidikan melalui diskusi." (Respondent 22)

"Ya. Banyak ide untuk mengembangkan silabus, RPP/lesson plan sehingga pembelajarannya menjadi lebih bervariasi." (Respondent 18)

"Ya. Kemampuan berdiskusi dan berinteraksi dengan murid (interpersonal competence)." (Respondent 5)

"iya sangat. Kayak tadi setelah kita lihat performance dari teman-teman kita dan kita sendiri, kita bisa ambil baiknya gimana buruknya kita buang/ hindari sehingga kita mendapat kompetensi guru tersebut." (Student 2)

"Ya. PK banyak mengajarkan cara dasar menjadi seorang guru yang benar, dimulai dari teknik mengajar yang baik, manajemen kelas, hingga cara berpakaian dan berbicara di hadapan murid." (Respondent 23)

On the other hand, some students responded collaborative learning had not really helped them to achieve teacher competence in MicroTeaching.

“Ga begitu karena waktu kelas MicroTeaching yang sempit dan jumlah murid yang terlalu banyak” (Respondent 20)

”Kurang. Karena sesama anggota juga kurang paham tentang kompetensi guru” (Respondent 26)

”Ragu-ragu. Karena terkadang dalam pelaksanaannya masih bingung apa yang harus dilakukan sebagai seorang guru yang profesional.” (Respondent 6)

” ... waktunya aja kurang jadi banyak yang belum tercapai...” (Student 3)

Based on the statements from students, most students responded collaborative learning helped achieve teacher competence in MicroTeaching. Students explained by learning collaboratively they could develop their teaching skills. Moreover, in collaborative learning, they shared ideas and information in group, reflected students' teaching performance. Students also could elaborate many ideas and input for teaching materials then develop lesson plan creatively.

However, few students responded collaborative learning had not helped them achieve teacher competence. Students stated that time allocation and amount of students were one of the factors. The time was not sufficient to encompass all activities in MicroTeaching. Another factor was that by the students themselves who were unsure what teacher competence they should achieve in MicroTeaching. They still didn't know

what they should do in all activities in MicroTeaching to master teacher competence.

There are benefits of collaborative learning students gained in MicroTeaching.

“Lebih percaya diri, karena kita bisa belajar dari kekurangan dan kelebihan kita dan juga teman-teman lain.”
(Respondent 20)

”Belajar bersama membuat RPP yang baik, hingga kekurangan saya dapat direvisi oleh teman anggota.”
(Respondent 23)

”Sebagai calon guru, dituntut untuk bisa teori dan mengajar. PK membantu saya melatih diri saya sebagai calon guru dalam manajemen kelas, mengajar, assessment, dan memberi nilai sesuai dengan kemampuan murid yang objektif.”
(Respondent 29)

“iya kita bisa belajar berkolaborasi, menghargai, menilai, belajar mengerti satu sama lain, belajar membuat satu grup, banyak kepala jadi satu.” (Student 2)

”membangun kerjasama yang baik, tanggung jawab serta aktif dalam mengeluarkan ide atau pendapat” (Respondent 6)

Based on the data, students got benefits from collaborative learning activities in MicroTeaching. Most students stated by learning collaboratively they could reflect their strengths and weaknesses as well as other students. Students could build cooperation and emphasized on responsibility and be active in sharing ideas and giving opinion. In collaborative learning, they could learn how to be good teacher who could

teach and give theory for students. They also added they could make good lesson plan, classroom management until making assessment for students.

There were always weaknesses as well as benefits in collaborative learning in MicroTeaching. Some students gave their perceptions about it.

“manajemen waktunya. PK dengan anggota kelompok yang banyak, diperlukan waktu yang diatur dengan baik, sehingga PK berjalan dengan maksimal.” (Respondent 29)

”Proses penyelesaian tugas individu terkadang lebih lama jika dibandingkan tugas individu karena harus mengatur waktu untuk berdiskusi dahulu.” (Respondent 21)

”Kurangnya tanggung jawab antar individu” (Respondent 10)

”Sering terjadi ketergantungan antar anggota kelompok.” (Respondent 27)

”Instruksi dosen terkadang kurang jelas” (Respondent 21)

” ada satu orang yang kerja banget untuk membuat RPP, ada satu atau beberapa orang yang gak aware. Cuma nerima jadi aja gitu.” (Student 1)

From the data, lack of students' responsibility became one major weakness of collaborative learning. Most students complained there were few students who were not responsible with their obligation in group. Few students were not aware of group discussion in making lesson plan, they preferred to let other member of group to discuss and make lesson plan without their participation. Time management also became CL weakness in MicroTeaching. Insufficient time made students dissatisfied because it

gave impact with lecturers' feedback. Lecturers just gave general feedback related to teaching practice for students in groups.

C. Analysis and Discussion

Based on the data gathered through accumulation responses and students' interview, most students (81%) responded positively collaborative learning help them achieve teacher competence in MicroTeaching. Most students also agreed that collaborative learning was suitable to be implemented in MicroTeaching.

In addition, to address the research question the discussion focuses on eight parts categorized as students' perceptions towards collaborative learning to achieve teacher competence in MicroTeaching course. They include students' responses on classroom management, teaching practice, assessment, curriculum alignment, diversified instruction, teaching aids, the advantages, and the advantages of collaborative learning in MicroTeaching course.

1. Students' responses on classroom management

Most students (76.6%) considered that collaborative learning helped them master classroom management from understanding the concept until developing classroom management strategies. In collaborative learning, students not only had discussion to share any information and experiences, but also gave their opinion how to make good classroom management. Students

how had difficulties in managing classroom could learn from other students who experienced in teaching in real situation. Sharing how to manage misbehave students was important for students who had not experienced in teaching students in school.

However, there are few students who were unsure they could master classroom management through collaborative learning. Students felt they lack of experienced in managing classroom from the beginning until the end of teaching practice, it was caused students were busy with their own teaching parts and had no time to share and have discussion in groups.

2. Students' responses on teaching practice

In teaching practice, most students (84.6%) responded positively and enthusiastic that collaborative learning helped them to make it. In MicroTeaching, students practice teaching in group to teach other students which was called peer teaching. Still, they discussed learning goals and teaching materials to make lesson plans. They shared their experiences and reflections based on their previous teaching practice and also other groups' experienced. They gave and shared appropriate teaching materials then composed lesson plans. They divided teaching part based on member of groups and each member had their responsibility in teaching practice.

Yet, few students responded it took time to practice teaching. Even though students in MicroTeaching class were already divided into group, still practice teaching was time consuming. It was caused the preparation in practice teaching usually took long time. Students hoped lecturers could make time management so they could do teaching practice appropriate with schedule.

3. Students' responses on assessment

In understanding, making, until developing assessment, 69.1% students considered collaborative learning help them to make it. Students discussed in group which kind of assessment was appropriate with their lesson plan for their teaching practice. In deciding assessment, students could discuss in group or ask lecturer when they found obstacles. Having basic knowledge from CBA in the previous semester, course which dealt with assessment, students only needed to elaborate and develop their assessment for lesson plan in MicroTeaching.

However, there were few students who unsure about it because they still found difficulties how to make assessment. One reason was the lecturer didn't give any explanation about assessment in MicroTeaching. Another reason, students still

confused how to make rubric assessment for particular skill like speaking skill.

4. Students' responses on curriculum alignment

Collaborative learning helped most students (75.2%) in mastering curriculum alignment. By understanding the concept and component of curriculum, syllabus, and lesson plan, student were able to develop lesson plan for teaching practice. Students worked collaboratively in groups, shared and developed their lesson plan based on curriculum. Again, having basic knowledge from CMD (Curriculum Material Development) course, students almost didn't find any obstacle in mastering curriculum alignment.

Few students were unconfident about curriculum alignment in MicroTeaching. They explained that they didn't get any curriculum information. Some of them added that they just got in general, not in specific one. The lecturers did not emphasize it because students already learned curriculum in another course.

5. Students' responses on diversified instruction

Most students (91%) responded positively by learning collaboratively they could master teaching and learning instructions for their teaching practice through sharing and discussion. Students worked in group to determine appropriate instruction used for their

lesson plans. They also learned from their previous experiences and other students' experiences in teaching practice.

Some students preferred to determine their teaching-learning instruction by themselves, without having discussion with group before. They just adjusted appropriate instruction with their lesson plan. Usually, the choice of instruction was spontaneously used in their teaching practice.

6. Students responses on teaching aids

Positive responses of collaborative learning came up from 88% students related with teaching aids. Students could create and develop teaching aids creatively based on their lesson plans. Students gave and shared their opinions in determining teaching aids so they could meet agreement what kind of teaching aids they were going to use for their teaching practice. Some students used things around them to be used as teaching aids instead of creating teaching aids by themselves.

7. The advantages of collaborative learning

Students in MicroTeaching responded advantages of collaborative learning. Mostly students considered collaborative learning help them recognize their strengths as well as weaknesses. This is important because it would encourage students to do better

on the next teaching practice or even in real teaching in school. Through sharing ideas and discussion, students could reflect their teaching ability. They could improve their strengths and minimize weaknesses. Recognizing strengths and weaknesses helped students achieve teacher competence, most students responded this positively.

Another advantage was CL helped students build responsibility between every members of group. In doing teaching practice, every students had their own responsibility although they involved in group. Worked in group didn't mean they lost their responsibility in all activities like making lesson plan or having discussion.

Collaborative learning could enhance students' critical thinking and improve their ability in having discussion. It also helped them to be active in group discussion and help them to be confident when they were involved in group discussion, group presentation, or teaching practice.

8. The disadvantages of collaborative learning

Most students responded disadvantages of collaborative learning, such as big interdependence between members of groups in MicroTeaching. Some students didn't participate in group discussion and in deciding and making lesson plans. It made other

students annoyed because they needed participation from all group members in order to achieve their learning goals. Another disadvantage was lack of lecturers' feedback after students did teaching practice. Mostly they just received general feedback and it was not sufficient. Students hoped lecturers' were more aware and gave detail feedback for all students in MicroTeaching. Time consuming also became disadvantage in collaborative learning. Preparation for teaching practice usually became major factor students lost their teaching time because they had to wait the preparation. Time management was needed in MicroTeaching and lecturers should make it concise and efficient.

D. Limitation of the Study

Collaborative learning was implemented in 4 classes of MicroTeaching course. Even though all students in 4 classes divided in group of work and they did discussion and peer-teaching in group, most of students didn't know that they were in collaborative learning activities, it means the lecturer did not introduce collaborative learning in the course. Only 1 class who recognized that collaborative learning was implemented in the course.

CHAPTER V

CONCLUSION AND RECCOMENDATION

A. Conclusion

Based on the data, it can be concluded that 81% students responded the implementation of collaborative learning in MicroTeaching as positive and relevant to achieve pedagogic competence. 76.6% students responded that collaborative learning helped them in classroom management. 86.4% students agreed collaborative learning helped them to improve their teaching practice. In making assessment, 69.1% students agreed collaborative learning help them while 75.2% students responded positively collaborative learning helped them in understanding curriculum. In making teaching and learning instruction, most students (91%) agreed collaborative learning helped them. 88% students agreed collaborative learning helped them in determining teaching aids.

Students had some responses towards the advantages of the implementation of collaborative learning in MicroTeaching. Most students (81%) responded that collaborative learning is appropriate to be implemented in MicroTeaching since it could help student sharing ideas and having discussion to achieve their learning goals and pedagogic competence. In collaborative learning, 94% students admitted they could reflect their strengths as well as weaknesses learn from other students so they can improve their teaching ability.

However, there were some obstacles found in the implementation of collaborative learning such as, lack of students' participation, lecturers' feedback, and time consuming. 72% students stated that there was negative interdependence in the group. Students who didn't have self awareness and responsibility in group tended to let other group members decided and made their task. Based on students' interview, they lack of feedback from lecturers. The lecturers in the course only gave general feedback for group who performed, not individually. It made students dissatisfied because they needed specific feedback so that they could learn their strengths and weaknesses. Most students (55%) also responded that collaborative learning consumed more time because it needed preparation for teaching practice and group discussions.

B. Recommendation

Collaborative learning in can be maintained in MicroTeaching as long as students agree this method is appropriate to achieve pedagogic competence. The benefit of collaborative learning should be kept and the advantages should be minimized. Therefore, collaborative learning should be improved in order to be better in the next semester.

Students' participations are really needed in collaborative learning. It might be better that all students take part in discussion. Students should build their awareness by learning collaboratively it will ease them during teaching-learning process. By sharing information and ideas, students will

get good improvement in making their assignment and help them to achieve their learning goals.

The lecturers' should be more aware of students by giving specific and detail feedback. Even though students perform teaching practice in group, lecturers need to give specific feedback for all students one by one, not as a whole in general. In addition, lecturers need to build commitment like come on time so students can receive feedback after their teaching practice.

The last, it might be more effective if lecturers make time management because sometimes CL took long time, especially in preparation for discussion and teaching practice. By making better time management, students will not lack of time so teaching and learning activities become efficient.

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APPENDICES

- Appendix 1 (Validity of Questionnaire)
 - Recapitulation of Questionnaire Validity
 - Questionnaire Validity Measurement
- Appendix 2 (Reliability of Questionnaire)
 - Questionnaire Reliability Measurement
- Appendix 3 (Questionnaire Score)
- Appendix 4 (Percentages of the Questionnaires Result)
- Appendix 5 (Questionnaires)
- Appendix 6 (Interview Protocol)
- Appendix 7 (Transcripts of Interviews)

Appendix 5

KUISIONER SURVEI PERSEPSI MAHASISWA DIK 2008 TERHADAP PEMBELAJARAN KOLABORATIF (*COLLABORATIVE LEARNING*) PADA MATA KULIAH “*MICROTEACHING*”

Angket ini bertujuan untuk mengumpulkan data mengenai persepsi mahasiswa terhadap Pembelajaran Kolaboratif (PK). Sebelum menjawab, terlebih dahulu bacalah instruksi dan butir pernyataan dengan seksama. Kesiapan anda untuk pengisian kuesioner ini sangat saya harapkan.

Bagian I.

Isilah isian yang tersedia dengan memberi tanda ceklis (✓) di salah satu kriteria yang paling sesuai dengan anda!

Keterangan:

SS : Sangat setuju

S : Setuju

R : Ragu-ragu

TS : Tidak setuju

STS : Sangat tidak setuju

A. Pemahaman Mahasiswa Mengenai Pembelajaran Kolaboratif

No	Pernyataan	Jawaban				
		SS	S	R	TS	STS
1	Saya memahami konsep pembelajaran kolaboratif (PK)					
2	PK melibatkan kerjasama antar anggota kelompok					
3	PK memerlukan diskusi kelompok					
4	PK membutuhkan peran serta dari setiap anggota kelompok					
5	Anggota tiap kelompok berjumlah sekitar 5 orang					
6	Dalam PK saya berbagi informasi / ilmu dalam diskusi kelompok					
7	Dalam PK saya mendiskusikan tugas					

	yang diberikan secara berkelompok					
8	Dengan berdiskusi saya menguasai materi yang diberikan					
9	PK melibatkan saya untuk bekerja sama dalam kelompok					
10	Dosen bertindak sebagai fasilitator					

B. Efek Pembelajaran Kolaboratif Untuk Mencapai Kompetensi Guru

Manajemen Kelas						
PK membantu saya dalam:						
11	memahami konsep-konsep manajemen kelas					
12	mengantisipasi permasalahan yang ditemukan/terjadi dalam manajemen kelas					
13	merancang strategi manajemen kelas yang kondusif					
14	mengatur strategi yang sesuai untuk manajemen kelas					
15	mengembangkan strategi yang sesuai untuk manajemen kelas					
Berlatih Mengajar						
PK membantu saya dalam:						
16	merancang tujuan pembelajaran					
17	memilih metode mengajar yang sesuai dengan tujuan pembelajaran					
18	merancang metode mengajar yang sesuai dengan tujuan pembelajaran					
19	mengembangkan metode mengajar					
20	memahami strategi belajar mengajar					
21	mengembangkan strategi belajar mengajar					
22	memodifikasi strategi belajar mengajar agar sesuai dengan kebutuhan siswa					
Penilaian						
PK membantu saya dalam:						

23	membuat standar penilaian agar sesuai dengan tujuan pembelajaran					
24	memahami metode penilaian untuk mengukur pemahaman siswa					
25	merancang rubrik penilaian untuk tes/non-tes					
26	Menentukan rubrik penilaian (untuk tes/non-tes) untuk mengukur pemahaman siswa					
27	menggunakan tes untuk menilai pemahaman siswa					
28	menggunakan non-tes untuk menilai pemahaman siswa					
29	menentukan skor/nilai berdasarkan standar penilaian					
Kurikulum						
PK membantu saya dalam:						
30	memahami konsep kurikulum					
31	memahami komponen-komponen pada kurikulum					
32	memahami konsep silabus					
33	memahami komponen-komponen silabus					
34	merancang silabus					
35	memahami konsep RPP					
36	memahami komponen-komponen RPP					
37	merancang RPP berdasarkan silabus					
38	mengembangkan RPP berdasarkan silabus dan kebutuhan siswa					
Instruksi Dalam Kegiatan Belajar Mengajar						
PK membantu saya dalam:						
39	memahami berbagai jenis instruksi (membuka pelajaran, mengerjakan tugas, membuat kesimpulan, dll) dalam kegiatan belajar mengajar					
40	merancang instruksi yang sesuai untuk kegiatan belajar mengajar					
41	mengaplikasikan instruksi yang dirancang dalam kegiatan belajar mengajar					
42	menyesuaikan instruksi berdasarkan					

	kegiatan belajar mengajar					
Media Pembelajaran						
PK membantu saya dalam:						
43	menentukan media (teknologi/non-teknologi) pembelajaran yang sesuai dengan kegiatan belajar mengajar					
44	merancang media pembelajaran yang sesuai					
45	menggunakan media pembelajaran yang sesuai					
46	memaksimalkan lingkungan sekitar sebagai media pembelajaran					

C. Manfaat Pembelajaran Kolaboratif

47	Meningkatkan motivasi dalam kegiatan belajar mengajar					
48	Meningkatkan kemampuan berpikir kritis					
49	Meningkatkan kemampuan berdiskusi					
50	Mengetahui kelebihan dan kekurangan saya					
51	Membantu saya aktif dalam diskusi kelompok					
52	Meningkatkan rasa percaya diri					
53	Menanamkan kerjasama antar anggota kelompok					
54	Membantu mencapai tujuan pembelajaran					
55	Membantu saya mencapai kompetensi guru					
56	Membangun rasa tanggung jawab antar anggota kelompok					

D. Kesulitan dalam Pembelajaran Kolaboratif

57	PK tidak membantu saya mencapai kompetensi guru					
58	Membutuhkan waktu lama untuk berdiskusi					

59	Kurangnya kerjasama antar anggota kelompok					
60	Adanya ketergantungan antar anggota kelompok					
61	Kurangnya tanggung jawab antar anggota kelompok					
62	Kurangnya motivasi dari dosen					
63	Kurangnya umpan balik dari dosen					
64	Instruksi dosen tidak jelas					

Bagian II.

Berikan jawaban yang singkat dan jelas pada pertanyaan-pertanyaan di bawah ini!

1. Menurut pendapat anda, apakah penerapan pembelajaran kolaboratif (**PK**) sudah sesuai konsep PK pada mata kuliah MicroTeaching?

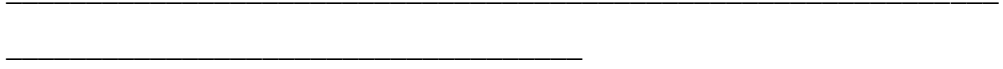
Alasan:

2. Apakah **PK** membantu anda untuk mencapai kompetensi guru?

Alasan: _____

3. Adakah manfaat yang anda peroleh dari penerapan **PK** pada mata kuliah MicroTeaching? Jika ada, sebutkan! _____

4. Menurut anda, apakah ada kekurangan dari penerapan **PK**? Jika ada, apa saja yang perlu ditingkatkan dalam penerapan **PK**?



Terima Kasih

Appendix 6

Student Interview Protocol

Proyek	:	<i>Student's Perception toward Collaborative Learning to Achieve Pedagogical Competences in MicroTeaching Course</i>
Tanggal	:	
Waktu	:	
Tempat	:	
Interviewer	:	Enggar Mulyajati
Interviewee	:	
Jabatan Interviewee	:	Mahasiswa mata kuliah <i>Micro Teaching</i>

Interview ini bertujuan untuk mendapatkan data terkait dengan proses pembelajaran kolaboratif dan persepsi mahasiswa terhadap pembelajaran kolaboratif pada mata kuliah MicroTeaching

1. Bagaimana proses pembelajaran kolaboratif (PK)?
2. Bagaimana proses PK yang anda alami pada mata kuliah MicroTeaching (MT)?
3. Bagaimana proses PK membantu anda dalam memahami konsep manajemen kelas dan menerapkan prinsip-prinsip manajemen kelas?
4. Bagaimana proses PK membantu anda dalam memahami/menentukan/membuat penilaian pada rancangan pembelajaran?
5. Bagaimana proses PK membantu anda dalam memahami kurikulum dan mengembangkan rancangan pembelajaran berdasarkan kurikulum?
6. Bagaimana proses PK membantu anda dalam menentukan/merancang/menggunakan berbagai instruksi dalam pembelajaran?
7. Bagaimana proses PK membantu anda dalam menentukan/merancang/menggunakan media pembelajaran?
8. Bagaimana proses PK membantu anda dalam latihan mengajar (peer teaching)?
9. Apakah PK membantu anda untuk mencapai kompetensi guru? Jelaskan.
10. Manfaat apa yang anda dapatkan dari pembelajaran kolaboratif?

11. Menurut anda apakah PK pada MT sudah efektif?
12. Adakah kekurangan pada proses PK di MT? Jika ada sebutkan.
13. Apa harapan anda mengenai pembelajaran kolaboratif dalam mata kuliah MT kedepannya?
14. Apa yang ingin anda tambahkan dalam proses PK pada mata kuliah MicroTeaching?