

**A SURVEY OF COLLABORATIVE LEARNING PERSPECTIVES
AMONG EFL SENIOR HIGH SCHOOL STUDENTS**

A Thesis

**Presented to Department of English Language Education as Partial Fulfillment
of the Requirements to Pass the Thesis Proposal Defense Course in English
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APPROVAL SHEET

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RATIFICATION SHEET

A SURVEY OF COLLABORATIVE LEARNING PERSPECTIVES AMONG EFL SENIOR HIGH SCHOOL STUDENTS

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STATEMENT OF WORK'S ORIGINALITY

I honestly declare that my thesis entitled “A Survey of Collaborative Learning Perspectives among EFL Senior High School Students” does not contain the work or parts of the work of other people, except those cited in quotations and references, as a scientific paper should.

Yogyakarta, 1 June 2024

Writer



Amanda Diah Kavita

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MOTTO

And be patient, indeed Allah's promise is true

Ar Rum: 60

DEDICATION

I dedicate this thesis to my loving parents, Mr. Mansur Idris and Ms. Titik Suzana for endless support, encouragement, and prayer. I dedicate this thesis to my sister, Yolanda Jeniffer Anjani who always supported me, and also my little sister and brother Ananta Ria Sagita and Raditia Raihan Wildantara who always cheer me up in any situation. I also dedicate this thesis to my lovely lecturer Ms. Banatul Murtafi'ah S.Pd.,M.Pd who is always patient to help me to finish this thesis. Lastly, dedicate myself to what was through this so far.

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A SURVEY OF COLLABORATIVE LEARNING PERSPECTIVES AMONG EFL SENIOR HIGH SCHOOL STUDENTS

ABSTRACT

Collaborative learning (CL) is a learning method that is suitable for students therefore they can further increase their self-confidence and learn to be more open to express their ideas more openly. CL also provides greater opportunities to create open spaces for students where students can collaborate through various creative ideas. Several researchers have conducted research on the experience of using collaborative learning at secondary and higher education levels. This research would like to enrich the research investigating collaborative learning for English classes. Therefore, this study conducted to identify students' perspectives while involving in collaborative learning methods in English classes, by finding out whether collaborative learning succeeded in making them feel active in class or not. This study uses a survey method which is quantitative research. Two hundred three students at two of the senior high schools at Yogyakarta have participated in this study by completing a collaborative learning perspectives questionnaire with 3 aspects of CL: there are academic benefits, social benefits and lifelong skills adopted from Ghavifekr (2020) The data analyzed using SPSS 22 and google sheet. The overall results of this study obtained that collaborative learning is beneficial for students in the English learning process with the highest mean score for academic benefits aspect ($M=3.53$) for social benefits aspect ($M=3.42$) and for lifelong skills aspect ($M=3.59$). Therefore, with various benefits obtained through collaborative learning. It is hoped that this research can help students and teachers to implement collaborative learning in the classroom.

Keywords: collaborative learning, beneficial, perspectives

CHAPTER I

INTRODUCTION

1.1. Background of the Study

Collaborative learning (CL) is one of the methods used at schools and has encouraged students to work collaboratively. Collaborative learning seems to have a lot of benefits for students in particular. Collaborative learning allows students to share more understanding, creativity and skills. Previous research reveals that collaborative learning helps students to understand better by cultivating higher-order thinking skills, thereby helping each other through support and encouragement (Le, Janssen, & Wubbels, 2018; Pang et al., 2018). To gain its benefits, teachers' role is needed in collaborative learning. Teachers can train students to collaborate before collaborative learning by evaluating individual and group learning processes (Le, Janssen, & Wubbels, 2018).

Collaborative learning is a learning method that is suitable for students therefore students can further increase their self-confidence and learn to be more open to express their ideas more openly. Therefore Yacizi (2005) revealed that collaborative learning can motivate students to be willing to share in group learning activities. CL also provides greater opportunities to create open spaces for students where students can collaborate through various creative ideas.

Several researchers have conducted research on the perspectives of using collaborative learning at secondary and higher education levels. In previous research,

Burress and Peters (2015) revealed that engaging in CL helped them create a sense of comfort and safety which in turn enabled them to learn about one another and build relationships over time. Moreover, Ghavifekr (2020) revealed that collaborative learning allows students to distribute knowledge, point of view and learn to communicate with various cultures and fosters students' leadership skills. This research would like to enrich the research investigating collaborative learning for English classes. Therefore, it is necessary to further investigate the perspectives of students who have used collaborative learning, particularly among high school students in the English classroom.

1.2. Identification of the Problems

There are several problems in teaching English at high school. One of them is related to teaching and learning methodology. The teacher's learning method is sometimes not quite right. In reality, teachers still rely on Teacher Centered Learning (TCL) whose method only focuses on the teacher providing all the information during learning while students are only asked to focus on listening for hours on end. Another problem that was found was also due to the lack of student motivation in learning. Lack of use of good learning methods makes students not enthusiastic about achieving the goals of learning. In this study, the researcher attempted to find out student's perspectives when using collaborative learning methods in English classes.

1.3. Limitation of the Problems

Based on the identification of the problems that have been described, this research will only focus on the students' perceptions when their teachers implement collaborative learning in English classes.

1.4. Formulation of the Problems

This research arrange to answer the following question:

What are student's perceptions of collaborative learning in English classes?

1.5. Objectives of the Study

Related to the problem above, this research aims to identify students' perspectives while involving in collaborative learning methods in English classes, by finding out whether the teaching provided using these methods has succeeded in making them feel active in class or not.

1.6. Significances of the Study

This research is supposed to provide benefits for teachers in teaching English classes to become more active and fun classes. Then it also provides benefits for students so that they can actively participate in issuing creative ideas and feel less bored in English classes using collaborative learning methods.

CHAPTER II

LITERATURE REVIEW

2.1. Collaborative learning in EFL context

Collaborative learning (CL) is a learning method where students work in small to large groups so as to produce a process to be achieved. Collaborative learning is important for learning because students can exchange opinions from various points of view to gather knowledge. According to Prosser and Trigwell (1999), every student learning action involves three phases simultaneously acquiring, knowing and applying. Collaborative learning can lead to mutual respect between members to achieve common goals. Yazici (2005) revealed that collaborative learning utilizes peers to communicate as the key strategy in the learning process to deepen students' ability of analysis and social knowledge to achieve academic goals. This allows students who are doing collaborative learning to share opinions and evaluate them. Burress and Peters (2015) revealed that CL also creates an open, comfortable, and safe classroom environment that fosters critical thinking and creative ideas. Therefore, this research involves students' perspective of what it feels like to be involved in collaborative learning when learning.

There are indeed some similarities between collaborative learning and cooperative learning. According to Amiruddin (2019), cooperative learning is a cooperative effort in solving problems so as to generate knowledge and skills to achieve learning goals, while collaborative learning is a learning strategy that is carried out

together through small groups involving students that help each other to achieve a learning goal. Some researchers agree with cooperative learning because cooperative learning is effective for various levels of education. According to Kitchen and Mcdougall (1999) placing students in groups to work together does not make students collaborate, in those times they can work individually even though they are already in a group, thus collaboration can be built from the group members themselves. In cooperative learning there will be group members who do less work than other members, meanwhile collaborative learning is learning that includes all the actions taken by its members. Based on the explanation above, the researchers in this study concluded that cooperative learning is different from collaborative learning, cooperative is a group activity by doing a certain part to solve a problem, while collaborative is a joint learning activity to solve a problem by increasing each other's knowledge.

One of the studies has mentioned that collaborative learning has four general characteristics. The characteristics of collaborative learning is: 1) shared knowledge between students and teachers; 2) shared authority between students and teachers; 3) teachers as mediators; 4) heterogeneous grouping of students (Tinzmann, et al., 1990). The first characteristic of collaborative learning is that teachers as information giver, giving knowledge only from one goal can be from teacher and also student. The second characteristic means that the teacher involves students to decide their own choices, what activities or tasks they expect, therefore they can increase knowledge and creativity. The third characteristic means that the teacher must always accompany

students to help them do what they need to do when learning. Then the fourth feature means that through grouping, students will get the opportunity to learn together from various points of view and collaborate to build knowledge and abilities. These characteristics make students and teachers have new roles within themselves to succeed in collaborative learning properly and correctly. Collaborative learning is not only learning together but the teacher must also facilitate students to monitor and share knowledge when students are collaborative. Based on the characteristics of collaborative learning, it can be concluded that collaborative learning is able to provide a better student learning experience for teaching English.

The experiences when being taught using collaborative learning will also lead to some benefits for the students including academic benefit, social benefit, and lifelong skill benefit. According to Ghavifekr (2020) Academic benefits are benefits obtained by students in achieving academic goals such as help understand better, and get new knowledge. Social benefits are benefits obtained by students in improving social skills such as making new friends, being free to express opinions, and making the learning atmosphere more relaxed. Then lifelong skill benefits are the benefits that students obtain in the long term, such as honing communication skills and learning to have big responsibilities.

2.2. Review of Relevant Studies

A number of studies have been conducted on collaborative learning. One of them is Brown (2008) which was conducted on collaborative learning (CL). In this

study, students' views on collaborative learning in EAP classrooms at the University of Botswana were explored through a quantitative questionnaire. The questionnaire consists of 20 items adapted from Ingleton (2000). The items in the questionnaire were grouped into four categories: academic benefits, social benefits, generic/lifelong skills and negative aspects of CL. The result shows that the students mostly agree that CL helps in the acquisition of lifelong learning skills and has more academic benefits than they do social skills.

Fasawang (2011) evaluated the effect of collaborative learning on student oral proficiency. This study was conducted with 35 undergraduate students in a fundamental English course at a university in Bangkok, Thailand, using a pretest and post-test design to investigate their communication performance on English spoken test before and after they engaged in provided lessons related to collaborative learning. This study employed five research instruments: a test of speech with a scoring rubric, score sheets, a questionnaire based on Brown (2008) that asked students about their perspectives on collaborative learning, a student journal, and a semi-structured interview with the students. Research findings for this study consist of four group categorized items in the questionnaire adopted from Brown (2008). The four groups are academic benefits, social benefits, generic/lifelong learning skills and negative aspects of collaborative learning. The questionnaire results demonstrate that the students agree on all of the benefits of collaborative learning.

Another research from Ghavifekr (2020) who investigates students' collaborative learning perceptions among secondary school students in Malaysia. This

is a quantitative study using a questionnaire survey to investigate the influence of collaborative learning on students' communication skill. This research adapted collaborative learning questionnaires from Fasawang (2011) and Brown (2008) which were merged and modified according to the research goals. The instrument of this research consists of 3 aspects, i.e., academic, social, lifelong aspect. Academic benefits consist of students' perception of academic benefits with 13 items, Social benefits consist of students' perception of social benefits with 4 items, and lifelong skills consist of students' perception of lifelong skills with 6 items. Therefore, the reliability of the instrument shows that collaborative learning has an alpha value of 0.87. The results of this research instrument prove that this research is considered valid and reliable. That scale is valid to measure students' perceptions in collaborative learning. This study revealed that collaborative learning could support their academic, social, and lifelong skills. The results from the aspect of academic benefits are that many students agree that collaborative learning is very useful for students' academic achievements. The second aspect to social benefits that many students agree with is that social benefits arise because of collaborative learning. The result for the last aspect of lifelong skills is that most students agree that the lifelong skills they acquire are through collaborative learning.

2.3. Conceptual Framework

The objective of this study is to examine the senior high school students' perspective of collaborative learning. Collaborative learning is a learning strategy that

works together to achieve learning goals. While cooperative learning is an activity carried out together for common goals and benefits Collaborative learning creates many benefits for students, especially in honing knowledge and skills, but there are still limited studies that examine the perspective of senior high school students when using collaborative learning in the classroom. Therefore, this study is important to investigate how students perspective collaborative learning, and whether this learning succeeds in creating an appropriate learning environment. The researcher will adopt an instrument consisting of 3 aspects that had been developed by previous researchers Ghavifekr (2020). The aspects include academic benefits, social benefits and lifelong skill benefits. The instrument scale is almost the same as this study in the Indonesian context. The reliability obtained from the previous study study is reliable and valid with a Cronbach Alpha score of 0.87 for collaborative learning.

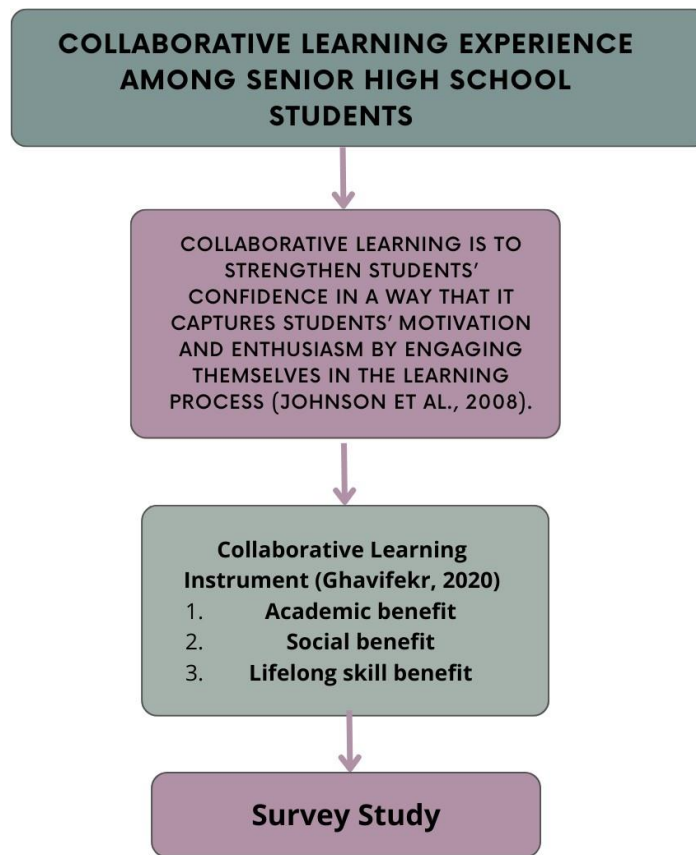


Figure 2.1. Conceptual Framework of Ghavifekr (2020)

CHAPTER III METHODOLOGY

3.1. Research Design

This is a survey study which is quantitative in nature. The research design is a quantitative descriptive research to identify students' perception of collaborative learning. This study uses a questionnaire to gain the data. Survey study is a procedure in quantitative research by surveying a sample or population of people to represent attitudes, thoughts, behaviors or features of the population as a whole (Cresswell, 2012). This study used a questionnaire adopted from Ghavifekr (2020) and adapted from previous research by Fasawang (2011) and Brown (2008). This research questionnaire attached a consent form which was distributed using Google Form by answering how students perspective collaborative learning.

3.2. Population and Sample

The population for this study was 400 students from all grades in two senior high school in Yogyakarta. The population in this study is relevant to what is the purpose of this research about how students perspective when learning to use collaborative learning in the English classroom. The information to be obtained by this researcher uses non-probability sampling methods. Non-Probability Sampling is a sampling technique where the population does not have the same opportunity to be sampled. This study uses a convenience sample in which members of the population were selected by the researcher if they have obtained information regarding the

elements that meet the requirements to be sampled. Convenience sampling is an example of non-probability sampling technique. By using convenience samples for this study that can be enabled to select the respondents who are willing and available to be studied.

To determine the sample, the researcher used a calculator sample size and it was found that the sample size for this study was at least involving 197 students. The following figure shows the calculation for the sample size.

Sample Size Calculator

Find Out The Sample Size
This calculator computes the minimum number of necessary samples to meet the desired statistical constraints.

Result

Sample size: 197

This means 197 or more measurements/surveys are needed to have a confidence level of 95% that the real value is within $\pm 5\%$ of the measured/surveyed value.

Confidence Level: 95%
Margin of Error: 5 %
Population Proportion: 50 % Use 50% if not sure
Population Size: 400 Leave blank if unlimited population size.

Calculate **Clear**

Figure 3.1 Sample size calculator

3.3. Data Collection Technique

3.3.1 Instrument

The questionnaire for the instrument used in this research was adopted from Ghavifekr (2020). The questionnaire translated into Bahasa Indonesia. There will be 3 aspects to measure perspektived students related to collaborative learning, such as academic benefit, social benefit and lifelong skill. These aspects were measured using a questionnaire with 4-point Likert scale ranging from “strongly disagree” to "strongly agree”.

Table 3.1.

Blueprint of the instrument adopted from Ghavifekr (2020)

Aspects	Number of Item(s)	Item(s) number
Academic Benefits	7	1, 2, 6, 7, 10, 12, 13
Social Benefits	3	5, 14, 15
Lifelong Skills	6	3, 4, 8, 9, 11, 16

3.3.2 Reliability

Ghavifekr (2020) has tested the reliability by using Cronbach’s Alpha as shown in the Table 3.2. As determined by previous studies (Robert, 2009). The instruments used in this research are considered reliable.

Table 3.2. Reliability result from Ghavifekr(2020) and this present study

	Cronbach's Alpha Ghavifekr (2020)	Cronbach's Alpha From this study
Collaborative Learning	.87	.928

Based on table 3.2 shows that the Cronbach alpha collaborative learning results from Ghavifekr (2020) and this research look slightly different. The difference lies in the results of students' questionnaire answers which are in accordance with aspects that are not far from previous researchers. For example, in Ghavifekr's research (2020), many students agreed with the Academic Benefits aspect (AB6) in the sixth question, whereas in this research the academic benefits aspect in the sixth question was in second place. It can be concluded that there is not much difference between the two studies. Therefore the Cronbach alpha results can be said to be reliable and valid.

Table 3.3. Reliability scores for each dimension of collaborative learning

Dimensions	Cronbach's Alpha
Academic Benefits	.836
Social Benefits	.776
Lifelong Skills	.885

After collecting the data, the researcher attempted to test each dimension. The result of the reliability score for each dimension can be seen in table 3.3. It can be seen that the three aspects of collaborative learning have a fairly high level of reliability. for the first aspect that is academic benefits has a Cronbach alpha score of .836 which

shows that students agree with collaborative learning in the academic benefits aspect because it helps students gain new insights. In the second aspect, namely social benefits, with a Cronbach alpha score of .776, it shows that students agree with collaborative learning in the social benefits aspect because it makes them make new friends. The last aspect, namely lifelong skills, with a Cronbach alpha score of .885, shows that students agree with this aspect because the lifelong skills aspect of collaborative learning can improve communication skills when expressing opinions.

3.1.3 Validity

The content validity of the instrument by Brown (2008) was established by having the items evaluated by two EAP teachers and one lecturer in education. While the validity of the instrument by Fasawang (2011) all of the instruments had been validated by three experts in the field and had been piloted before the actual use. The experts were asked to validate and evaluate the test by completing a checklist for the experts to validate the English oral test. Therefore, it can be concluded that the three aspects of collaborative learning can be declared valid and reliable.

3.4. Data Analysis Technique

The data analyzed by using google sheets and SPSS 22. The researcher of this study used descriptive statistics to determine the variables percentages, frequencies, mean and standard deviation. The data obtained entered into the Google form, the final result formed into a table or graph. Therefore the descriptive statistics presented the

result with the table of description. The researcher summarized and interpreted the result of students' perspective in collaborative learning.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter describes the findings and discussions that showed answers to the problems using the analytical data of this research.

4.1. Findings

4.1.1 Results of Demographic Information

There were 203 students joining this study by answering the questionnaire regarding their perceptions using collaborative learning. All participants who were willing to answer this questionnaire came from various ages. The largest age sample was 17 year-old students (46.3%) and the least were 13 year-old students (0.5%) coming from various classes in high school level.

4.1.2 Overall Results

The results of data collection through a questionnaire consisting of 3 aspects of collaborative learning, namely academic benefits, social benefits and lifelong skills with 16 questions which were divided into 3 aspects of collaborative learning.

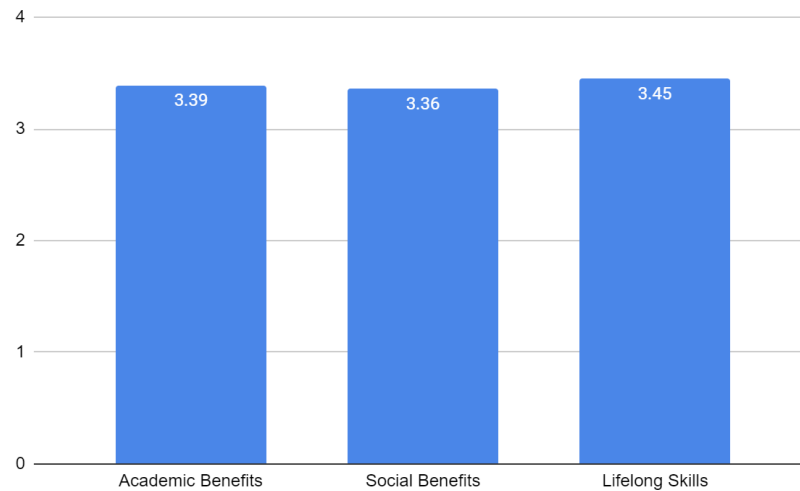


Figure 4.1 Result of three aspects of collaborative learning

The graph above shows that with almost no different results in the three aspects of collaborative learning. This shows that students really enjoy and agree with collaborative learning in the learning process. The first highest aspect that students agree on is the aspect of lifelong skills. Many students agree with this aspect because collaborative learning has a long-lasting impact on students' skills to dare to express and share opinions. The second highest position approved by students is the academic benefits aspect. This aspect shows that collaborative learning is very beneficial in academics. The third aspect is that students agree with the social benefits aspect. It is proven that students agree that collaborative learning makes it easy for them to interact with new people.

4.1.3 Results of Collaborative Learning Perspectives

Based on the questionnaire completed by the respondents, the average of the three aspects of the questionnaire is presented in the tables below.

Table 4.2 Academic Benefits

Statements	N	Mean	Std. Deviation
AB4. Collaborative learning helps me gain new insights.	203	3.53	.639
AB6. Collaborative learning improves my performance (when working in groups).	203	3.43	.681
AB3. Collaborative learning helps me get useful input/feedback.	203	3.41	.671
AB2. Collaborative learning encourages my understanding of knowledge, information and experience.	203	3.41	.7
AB1. Collaborative learning helps me understand the material better.	203	3.37	.729
AB7. I actively participate in the teaching and learning process that uses collaborative learning.	203	3.36	.664
AB5. Collaborative learning makes it possible to help me or my weaker friends in the group.	203	3.28	.78
Valid N (Listwise)	203		

Table 4.2 above shows that the highest mean in the AB4 aspect (academic benefits) is the fourth question with the statement “Collaborative learning helps me gain new insights.” with a mean of ($M=3.53$, $SD = .639$). The second highest position is AB6 with a statement containing "Collaborative learning improves my performance (when working in groups)". This item had a mean score of ($M=3.43$, $SD=.681$). The third highest position was occupied by AB3 with the statement “Collaborative learning helps me get useful input/feedback”. Which had a mean score ($M=3.41$, $SD=.671$). This aspect shows that students agree that academic benefits enable them to gain new knowledge, useful input and enthusiasm for working in groups through collaborative learning.

Table 4.3 Social benefits

Statement	N	Mean	Std. Deviation
SB3.I made new friends through collaborative learning.	203	3.42	.73
SB2. Collaborative learning is fun for me.	203	3.39	.69
SB1. Collaborative learning makes the class atmosphere more relaxed.	203	3.29	.783
Valid N (Listwise)	203		

Based on table 4.3 above, it can be seen that the highest aspect in the social benefits aspect is the third question (SB3) with the statement “I made new friends through collaborative learning”. which had a mean score ($M=3.42$, $SD=.73$). The second highest aspect is SB2, namely “Collaborative learning is fun for me”. with a

mean ($M=3.39$, $SD = .69$). The final position in this aspect is SB1 with the statement "Collaborative learning makes the class atmosphere more relaxed". which had a mean of ($M=3.29$, $SD=.783$). It is proven that the social benefits aspect helps students make new friends and makes classes fun with collaborative learning.

Table 4.4 Lifelong Skills

Statement	N	Mean	Std. Deviation
LS5. Collaborative learning improves communication skills, for example I dare to express my opinion.	203	3.59	.642
LS2. Collaborative learning encourages critical thinking, for example I can share ideas and accept different points of view from others.	203	3.47	.677
LS3. Collaborative learning focuses on collective efforts rather than individual efforts.	203	3.45	.676
LS6. Collaborative learning fosters team spirit, for example all members are responsible for their assigned tasks to complete the task.	203	3.44	.738
LS4. I have a big responsibility in collaborative learning activities, for example by having tasks that have been divided so that work can be completed quickly.	203	3.41	.694
LS1. Collaborative learning makes problem solving easier.	203	3.37	.715
Valid N (Listwise)	203		

Table 4.4 above shows that the highest aspect in the lifelong skills aspect is the fifth question (LS5) with the statement “Collaborative learning improves communication skills, for example I dare to express my opinion”. which had a mean score ($M=3.59$, $SD=.642$). The second highest aspect is LS2, namely “Collaborative learning encourages critical thinking, for example I can share ideas and accept different points of view from others”. with a mean of ($M=3.47$, $SD=.677$). The position that has the lowest mean in this aspect is LS1 with the statement “Collaborative learning makes problem solving easier”. which had a mean of ($M=3.37$, $SD = .715$). It can be concluded that students agree that this aspect of lifelong skills has a long-term skill effect on students in improving communication, having the courage to share ideas and being able to easily solve problems if done through collaborative learning.

4.2 Discussion

The overall results obtained from this research has revealed that collaborative learning is beneficial for students in the English learning process. Collaborative learning helps students discover new experiences, for example, gaining communication skills, having the courage to express opinions, and learning to accept other people's opinions (Le, Janssen, & Wubbels, 2018; Pang et al., 2018). Collaborative learning is very beneficial for students. Three benefits of collaborative learning categorized by Ghafivekr (2020) are academic benefits, social benefits and lifelong skills. The results of this research and previous research are not much different, this lies in the results of

the questionnaire from the obtained data. In this study, the highest mean score was the academic benefits aspect (AB4), from the fourth statement stating "collaborative learning helps me gain new insights". Meanwhile, in the previous research from Ghavifekr (2020), the highest mean score for the academic benefits aspect (AB6) was in the sixth statement, namely "collaborative learning improves my performance (when working in groups)". The highest mean score for the academic benefits aspect from Ghavifekr (2020) is the second highest mean in this research. From the explanation above, it can be seen that respondents in this research feel that the academic benefit aspect, especially collaborative learning, can help students to increase their knowledge. It is different from previous research where the highest mean score was for collaborative learning to increase student performance. The most possible reason might be that the students in this study thought that collaborative learning could more easily help them to understand more deeply the various knowledge gained through collaborative learning. This allows students to gain new knowledge from collaborative learning. Meanwhile, the results of the academic benefits aspect obtained by Ghavifekr (2020) focused on performance. Students in Malaysia may need to improve their performance for collaborative learning rather than their knowledge. This could happen because perhaps students in Malaysia are more confident in their ability to learn independently rather than using collaborative learning. This is different from high school students in Indonesia, where they still believe that they need to gain new knowledge, therefore collaborative learning is needed in English classes. This is

supported by Valtonen (2011) who mentioned that learning is a teacher to guide knowledge.

The second aspect of collaborative learning, namely social benefits, shows that students agree that collaborative learning helps them make new friends therefore they can interact with different groups every day in the classroom when doing collaborative learning. This could happen probably because students are lacking in social attitudes so they tend to be reluctant to make acquaintances because they want to get to know other friends in the class other than their own friends. Meanwhile, in Ghavifekr's (2020) research, the highest mean score was for the first statement, namely "Collaborative learning makes the class atmosphere more relaxed". From the explanation above, it can be inferred that the classroom atmosphere in Indonesia tends to be relaxed compared to the classroom atmosphere in Malaysia, therefore Indonesian students need the social benefit aspect when carrying out collaborative learning by making new friends rather than by making a relaxing classroom environment.

The final aspect of this research is the lifelong skills aspect. The highest mean score from this aspect is the fifth statement, namely "Collaborative learning improves communication skills, for example I dare to express my opinion". The students agreed that collaborative learning could make them braver to express their opinions. This is different from previous research by Ghavifekr (2020), who revealed the highest score was in the fifth statement, namely "Collaborative learning makes problem solving easier". Students in Indonesia tend to be freer when expressing opinions with friends in a collaborative atmosphere (in small groups) than communicating it in front of many

people in the classroom. Thus collaborative learning becomes a good learning alternative to enable students to communicate and freely express their opinions from different points of view. Therefore, communication skills are very important to improve the quality of student communication in English classes using collaborative learning. This is supported by Kusmiati and Yuniati (2020) who revealed that collaborative learning methods can motivate students to communicate well.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1. Conclusion

The aim of this research is to identify collaborative learning perspectives among high school students in Indonesia. This survey study conducted on 203 students showed that collaborative learning is important for learning. Students gain a lot of experience from collaborative learning. The experiences that students gain such as improving performance and being skilled in communicating, making new friends through collaborative learning, freely expressing opinions, etc. This shows that students agree more with collaborative learning as learning because the use of collaborative learning in the classroom makes the class feel more enjoyable and relaxed. Therefore collaborative learning which consists of these three aspects provides very useful benefits for students in learning in the classroom.

5.2. Suggestion

In light of the research findings, suggestions for students, teachers and future researchers are outlined below.

- a. For students, when joining a collaborative learning classroom, it is important for them to help the weakest friend in the group so that all of them can understand what problems they will solve during collaborative learning.

- b. For teachers, it is important for teachers to facilitate each student's work during collaborative learning, such as ensuring they all work well together and then providing feedback on the results of their work.

- c. For future researchers, for further research, it is hoped that researchers can use qualitative methods with interviews therefore can hear directly what students' perspectives are when using collaborative learning in the classroom. Future research can also use experimental research methods to find out how students are affected by using collaborative learning in the classroom.

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APPENDIX

A Survey of Collaborative Learning Perspectives among EFL Senior High School Students

Assalamualaikum Wr.Wb.

I'm Amanda Diah Kavita, a student in the Department of English Language Education at the Islamic University of Indonesia. Currently, I am undertaking research to collect thesis data with the title "A Survey of Collaborative Learning Perspectives among EFL Senior High School Students".

You can fill out this questionnaire if you meet the criteria as a high school student

All information in this will be kept secret and will as it were be utilized for inquire about research investigate inquire about purposes. If you encounter any problems or questions related to this research, you contact me via :

Email: 20322045@students.uii.ac.id

Number: 082304624908

Thank you for your willingness and assistance in filling out this questionnaire

Wassalamualaikum Wr.Wb

Sincerely,
Amanda Diah Kavita

Supervisor
Banatul Murtafiah, S.Pd., M.Pd.

Table questionnaire

Items	Category	Strongly Agree	Agree	Disagree	Strongly Disagree
Academic Benefits	Collaborative learning helps to understand better.	4	3	2	1
	Collaborative learning facilitated the exchange of knowledge, information, and experience.	4	3	2	1
	Collaborative learning received useful / helpful feedback.	4	3	2	1
	Collaborative learning got fresh insight.	4	3	2	1
	Collaborative learning allowed learners to help weaker learners within the gathering.	4	3	2	1
	Collaborative learning improved performance.	4	3	2	1
	Learners effectively took part within the instructing and learning process.	4	3	2	1
Social Benefits	Collaborative learning caused a more relaxed atmosphere.	4	3	2	1

	Collaborative learning was fun.	4	3	2	1
	I made new friends through collaborative learning.	4	3	2	1
Lifelong Skills	Collaborative learning made problem- solving easier.	4	3	2	1
	Collaborative learning stimulated critical thinking.	4	3	2	1
	Learning through collaboration rather than individual effort.	4	3	2	1
	I had great responsibility in collaborative learning activities.	4	3	2	1
	Collaborative learning enhanced communication skills.	4	3	2	1
	Collaborative learning fostered team spirit.	4	3	2	1

Translate Bahasa Indonesia:

Appendix

Survei Perspektif Belajar Kolaboratif di Kalangan Siswa Sekolah Menengah Atas

Assalamualaikum Wr.Wb.

Saya Amanda Diah Kavita, mahasiswi jurusan Pendidikan Bahasa Inggris Universitas Islam Indonesia yang sedang melakukan penelitian untuk kebutuhan skripsi saya yang berjudul “Survei Perspektif Belajar Kolaboratif pada Siswa SMA”.

Anda diminta untuk mengisi kuesioner ini dengan kriteria sebagai siswa SMA.

Semua data dalam kuesioner bersifat rahasia, tidak dipakai untuk konsumsi publik karena hanya untuk kebutuhan penelitian. Jika terdapat kendala atau pertanyaan mengenai penelitian ini, saya dapat dihubungi melalui:

Email: 20322045@students.uii.ac.id

Nomor : 082304624908

Terima kasih atas waktu dan bantuannya.

Wassalamualaikum Wr.Wb

Hormat,

Amanda Diah Kavita

Pengawas

Banatul Murtafiah, S.Pd., M.Pd.

Tabel kuesioner

Items	Kategori	Sangat Setuju	Setuju	Tidak Setuju	Sangat Tidak Setuju
Academic Benefits	Pembelajaran kolaboratif membantu saya memahami materi dengan lebih baik.	4	3	2	1
	Pembelajaran kolaboratif mendorong pemahaman saya terhadap pengetahuan, informasi dan	4	3	2	1

pengalaman.					
Social benefits	Pembelajaran kolaboratif membantu saya mendapatkan masukan/feedback yang bermanfaat.	4	3	2	1
	Pembelajaran kolaboratif membantu saya mendapatkan wawasan baru.	4	3	2	1
	Pembelajaran kolaboratif memungkinkan untuk membantu saya atau teman saya yang lebih lemah dalam kelompok.	4	3	2	1
	Pembelajaran kolaboratif meningkatkan kinerja saya (ketika bekerja kelompok).	4	3	2	1
	Saya berpartisipasi aktif dalam proses belajar mengajar yang menggunakan pembelajaran kolaboratif.	4	3	2	1
	Pembelajaran kolaboratif membuat suasana kelas lebih santai.	4	3	2	1
	Pembelajaran kolaboratif menyenangkan untuk saya.	4	3	2	1

	Saya mendapat teman baru melalui pembelajaran kolaboratif.	4	3	2	1
Lifelong Skills	Pembelajaran kolaboratif membuat pemecahan masalah menjadi lebih mudah.	4	3	2	1
	Pembelajaran kolaboratif mendorong pemikiran kritis, misalnya saya dapat berbagi ide dan saling menerima sudut pandang berbeda dari orang lain.	4	3	2	1
	Pembelajaran kolaboratif berfokus pada upaya kebersamaan daripada upaya individu.	4	3	2	1
	Saya mempunyai tanggung jawab yang besar dalam kegiatan pembelajaran kolaboratif, misalnya dengan memiliki tugas yang telah dibagi agar pekerjaan cepat selesai.	4	3	2	1
	Pembelajaran kolaboratif meningkatkan keterampilan komunikasi, misalnya saya berani untuk mengungkapkan pendapat.	4	3	2	1
	Pembelajaran kolaboratif	4	3	2	1

**menumbuhkan semangat
tim, misalnya semua
anggota bertanggung
jawab akan tugas yang
telah dibagi untuk
menyelesaikan tugas.**
