STUDENTS' PERCEPTION ON INTERNET-ASSISTED COLLABORATIVE LEARNING IN ENGLISH CLASS AT SMAN 12 PADANG

Thesis

Submitted as partial of the Requirements to obtain Bachelor of Education (B, Ed) in English Language Education

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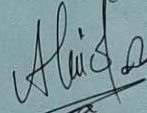**UNIVERSITAS NEGERI PADANG**

2023

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Judul : Students' Perception on Internet-Assisted Collaborative
Learning in English Class at SMAN 12 Padang

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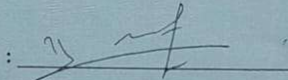Fakultas Bahasa dan Seni Universitas Negeri Padang
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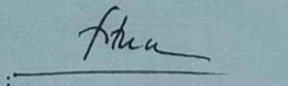Jurusan   : Bahasa dan Sastra Inggris

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ABSTRACT

Collaborative learning is a learning model that requires students to work in groups to achieve learning goals together. The internet had been shown to be a useful tool of collaborative learning because it is easy to access and provides many sources of information. This research aimed to know the students' perception on internet-assisted collaborative learning in English class. This research was conducted at the 12 grade students in the science program of SMAN 12 Padang academic year 2022/2023. Purposive sampling was used by the researcher to choose the sample of this study, and XII IPA 3 was chosen as the sample of this research in total 39 students. In this research, descriptive quantitative method was used to assess the data. The questionnaire was used as the research instrument of this study. The result of this study showed that the students had very positive perception on internet-assisted collaborative learning model. It was represented by the total mean of the questionnaire (3.31 out of 4). The results of this research showed that internet-assisted collaborative learning model helped the students to create their positive interdependence, developed their responsibility and team work, increased their communication skill, and made them more confident and critical in learning English. in addition, the internet was very suitable to help facilitate collaborative learning models because it was easily accessible, provided many sources of information and was efficient in helping the learning process succeed.

Keywords: perception, collaborative learning, internet for collaborative learning

Cantika, Nada Hendrita. 2023. Students' Perception on Internet-Assisted Collaborative Learning in English Class at SMAN 12 Padang.

ABSTRAK

Pembelajaran kolaboratif merupakan model pembelajaran yang menuntut siswa bekerja dalam kelompok untuk mencapai tujuan pembelajaran bersama. Internet telah terbukti menjadi alat pembelajaran kolaboratif yang berguna karena mudah diakses dan menyediakan banyak sumber informasi. Penelitian ini bertujuan untuk mengetahui persepsi siswa tentang pembelajaran kolaboratif dengan bantuan internet di kelas bahasa Inggris. Penelitian ini dilakukan pada siswa kelas 12 program IPA SMAN 12 Padang tahun ajaran 2022/2023. Purposive sampling digunakan oleh peneliti untuk memilih sampel penelitian ini, dan XII IPA 3 dipilih sebagai sampel penelitian ini dengan total 39 siswa. Dalam penelitian ini, metode deskriptif kuantitatif digunakan untuk mengkaji data. Kuesioner digunakan sebagai instrumen penelitian penelitian ini. Hasil penelitian ini menunjukkan bahwa siswa memiliki persepsi yang sangat positif terhadap model pembelajaran kolaboratif dengan bantuan internet. Persepsi ini dibuktikan oleh rata-rata total kuesioner (3.31 dari 4). Hasil penelitian ini menunjukkan bahwa model pembelajaran kolaboratif dengan bantuan internet membantu siswa dalam kelompok: saling ketergantungan positif, mengembangkan tanggung jawab dan kerja tim, meningkatkan keterampilan komunikasi, dan membuat mereka lebih percaya diri dan kritis dalam belajar bahasa Inggris. Selain itu, internet sangat cocok untuk membantu memfasilitasi model pembelajaran kolaboratif karena mudah diakses, menyediakan banyak sumber informasi dan efisien dalam membantu keberhasilan proses pembelajaran.

Kata kunci: persepsi, pembelajaran kolaboratif, internet untuk pembelajaran kolaboratif

ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Indonesian education has integrated 21st-century learning. This is indicated in the curriculum, specifically the curriculum for 2013. The 2013 curriculum focuses on issues of creating high-level thinking skills. Student-centered learning is the focus of 21st-century learning. 21st-century learning is learning that teaches students critical thinking and problem-solving abilities, as well as communication, collaboration, creativity, and innovation. This has become a significant topic that teachers must investigate, study, and develop in learning activities in order to deal with the difficulties and expectations of 21st-century learning.

Based on the Indonesian Ministry of Research, Technology, and Higher Education (Kemristekdikti, 2018), 21st-century learning features include integrative, holistic, scientific, contextual, thematic, effective, collaborative, and student-centered learning. The characteristics of 21st-century learning must be acknowledged, and the learning models used in the learning process must lead to the demands of 21st-century learning. One of the learning models in 21st-century learning is collaborative learning.

The collaborative learning is a learning model in which students work collaboratively in small groups to obtain learning objectives (Gokhale, 1995).

This paradigm focuses on collaboration and collaborative actions (Chan & Sher, 2014). Thus, significant student engagement is required in this collaborative model. Active involvement in the collaborative model shows in the expression of ideas and information that is not explicitly transmitted but comes from collaborative activities and active discussion in learning and implementing concepts and techniques (Camarero, Rodriguez, & Jose, 2012).

Collaborative learning is a teaching and learning model in which groups of students work together to solve a problem, complete a task, or produce a product. According to Barkley, Cross, and Major (2005), collaborative learning is learning model created for students to participate in and working in pairs or small interactive groups, collaborating with others and achieving their goals together. When students work together on a group, they will feel that they can share the knowledge.

Moreover, according to Alavi, Wheeler, & Valacich, (1995) Collaborative learning is a process in which a group of students collaborates with one another to solve a problem-solving assignment in an interactive environment. It is founded on the premise that knowledge is formed within a population in which people actively cooperate by exchanging experiences in a common context. The process of meaning building, learning, and information sharing requires active interaction with objects and people in a social context.

Based on the definition of collaborative learning stated by various experts, collaborative learning is a learning model in which students with

graded variations work together in small groups toward a common goal. Students in this group help one other. So, there is a positive element of dependence to achieve success in a collaborative learning model. Collaborative learning requires a change in learning objectives from the distribution of information to the building of knowledge by individuals through group learning. There is no difference in assignments for each individual in collaborative learning, but the assignments belong together and are completed together without differentiating student learning discussions.

At the moment, education is in the knowledge age, with unusually rapid progress in teaching methods. The speed of increasing knowledge has been accelerated by the advancement of media and digital technology, referred to as the information superhighway (Gates, 1996). The development of information technology and media currently provides challenges for language teachers. One of the technological advances that is growing rapidly today is the internet. Turner and Taylor (2000) explain that the current language learning paradigm supports the use of this new technology. The Internet offers a very wide range of original (generic) materials that can be attractive, and can facilitate learner-centered activities. Teachers not only rely on textbooks as teaching materials, but can also use the internet with their facilities and software for the purpose of teaching and learning activities in the classroom.

The internet has been shown to be a useful facilitator of collaborative learning by offering educational assistance to students in the aspects of

developing creative thinking, sharing materials, and expertise in a virtual network (Schrader, 2015). Maloney (2007) also stated that the conversational and collaborative qualities of internet networking improve students' entire learning process by fostering social agreement, collaboration, and the building of progressive connections as necessary components of learning (Gehlbach, 2010).

One of the implementations tools of collaborative learning model is the use of internet technology. The use of internet technology makes it easier for students to find and explore more information and knowledge on their own. The use of internet in English teaching consolidates a complete knowledge of the current means systems and their relationships with other components, which benefits students by obtaining desired goals. Based on the definition above, internet facilitate students to get information related to the lessons they are studying independently.

There were several previous studies about collaborative learning. First, Destriana (2018) conducted a study that aims to analyzes how students' perception about the FLA-utilization UKSW of collaborative learning. This research found that using a collaborative learning model helped students succeed in learning tasks, which would be advantageous for both students and lecturers. Second, Rahayu et al (2021) conducted a study that aims to find out how students' perception about using collaborative learning to improve their English-speaking abilities. This research found that the students' utilization of collaborative learning activities had favorable results. Third, Chen (2017)

conducted a study that aims to understanding how EFL college students view collaborative in the classroom. This research found that students quickly understand that they can handle difficulties as a group that they might not solve individually. Students were impressed with their peers. Peer review and coaching students collaborated and used successful solutions throughout the classroom activity. Fourth, Permata (2017) conducted a study that aims to compared students' perceptions of their soft abilities in collaborative learning in an English classroom at a state polytechnic. This research found that the gain of soft skills by freshmen is greater than the students in third grade. It is suggested that the collaborative learning technique be maintained. Employed to help students build soft skills, and the sort of collaborative learning should be expanded suitable for students of various grades.

Moreover, there are some gaps from these four previous researches. Most of them only focuses on students' perceptions of collaborative learning. They have not had discussed how the students perceive the internet-assisted collaborative learning in English class. Additionally, researcher had an observation in SMAN 12 Padang, and based on this observation the researcher found that one English teacher used collaborative learning model with internet-assisted in teaching English. Furthermore, based on the researcher's observations, several difficulties were discovered at SMAN 12 Padang, such as teachers needing some time to establish students' grouping, resulting in less learning time and the learning model that teacher use in teaching English was not interesting. The researcher also found changes in

learning settings when internet tool and media were used compared when it was not used. In conclusion, while the collaborative learning model with internet-assisted offers advantages, its application still has faults.

As a conclusion, the researcher was interested to know students' perceptions on internet-assisted collaborative learning in English class as perceived through the six elements of collaborative learning. The perception was formed by six elements: positive interdependence, individual responsibility, promotive interaction, social skill,processing in group and effeciency and benefit of internet in collaborative learning. The researcher looked into whether it had a positive or negative result. If students respond positively to the learning model, the teaching and learning process will be successful. On the other hand, if students react negatively to learning model, the teacher should change the learning model to a better one.

B. Identification of the Problem

Based on the background, the problems that can be identified are related to the learning model, tool and media, such as the learning model used by the teacher not appropriate, lack of learning media and materials, and the media used by the teacher being uninteresting, and one solution is to use collaborative learning with Internet assisted So, in order to evaluate the success of implementing internet-assisted collaborative learning in English class, it is necessary to understand how students perceive internet-assisted collaborative learning in English class, whether positive or negative,

particularly in the six elements of collaborative learning with internet-assisted. As a result, students' perceptions of the internet-assisted collaborative learning model utilized by teachers in English learning are required to fulfill all elements of successful collaborative learning.

C. Limitation of the Problem

This study was limited to know the students' perception on internet-assisted collaborative learning in English class at SMAN 12 Padang.

D. Formulation of the problem

Based on the limitation above, the formulated problem as follows: "What is the students' perception on internet-assisted collaborative learning in English class at SMAN 12 Padang?".

E. Research Question

The research question of this study as follows:

1. What is students' perception on positive interdependence in internet-assisted collaborative learning in English class?
2. What is students' perception on individual in internet-assisted collaborative learning in English class?
3. What is students' perception on promotive interaction in internet-assisted collaborative learning in English class?
4. What is students' perception on social skill in internet-assisted collaborative learning in English class?

5. What is students' perception on processing in group in internet-assisted collaborative learning in English class?

6. What is students' perception on the efficiency and the benefit of internet in collaborative learning in English class?

F. Purpose of the Problem

The purpose of this research was to know the students' perception on internet-assisted collaborative learning in English class at SMAN 12 Padang.

G. Significance of research

The research result is expected to give some contribution for:

1. The findings from this study are expected to be used as empirical evidence to support the implementation of collaborative learning in English classes for all people who are interested in improving the quality of English teaching and learning.

2. Hopefully, the result of this research is also expected to be references by other researcher who want to conduct research about internet-assisted collaborative learning usage for additional variable.

H. Definition of Key Terms

a. Perception

The individuals' opinion, agreement, rejection, evaluation, judgment, observing and thinking toward an object based on the someone knowledge and experience.

b. Collaborative Learning

An activity created for students to participate in and working in pairs or small interactive groups, collaborating with others and achieving their goals together.

c. Internet for collaborative learning

Internet can be used by students during the exploration process of the subject matter that they are learning.