

**TEACHERS' STRATEGIES TO FACILITATE STUDENTS'  
COLLABORATION IN ENGLISH LEARNING BASED ON  
THE 21st CENTURY LEARNING AT MTsN 2 SURABAYA**

**THESIS**

Submitted in partial fulfillment of the requirement for the degree of  
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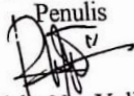
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## ABSTRACT

Ramadhani Nur Yulia, Riska (2020). *“Teachers’ Strategies To Facilitate Students’ Collaboration In English Learning Based on The 21st Century At MTsN Surabaya 2”*.

Advisors: Dra. Arbaiyah YS, MA and Rakhmawati, M.Pd

Key words: *Collaboration, 21st Century, Students response*

The changed ‘KTSP’ into the curriculum 13 (*K13*) had an impact in the Indonesian education system. The teachers and students were required to be active in every learning process like in components of 21st Century Learning which there was skills inside, namely FourCs skills. FourCs skills included critical thinking, communication, collaboration and creativity. From the field, one skill of FourCs skills that usually less applied or ignored by teachers is collaboration. This study attempts to investigate from questions related to teachers’ strategies and students’ response based on the teachers’ strategies in English Learning based on 21st Century At MTsN 2 Surabaya .

The research used qualitative design to answer the questions related teachers’ strategies and students response within Collaboration in English Learning. The data were collected from classroom observation and interview one teacher. This study did twice classroom observations and twice interviews. The study found that every activities in Collaboration Learning, the teachers always applied strategies such as: developing classroom norms of effective group work and creating assignments to engage all of students. The students’ responses were also appropriate with the teachers’ strategies, such as: cognitive (share responsibility, pay attention with the others), affective (felt interesting, respectful and anthusiast), conative (students motivated to finish their project well).

## ABSTRAK

Ramadhani Nur Yulia, Riska (2020). “ *Strategi guru untuk memfasilitasi siswa berkolaborasi dalam pembelajaran Bahasa Inggris sesuai dengan Abad 21 di MTsN Surabaya 2*”.

Dosen Pembimbing: Dra. Arbaiyah YS, MA and Rakhmawati, M.Pd

Kata Kunci: *Kolaborasi, Abad 21, Respon siswa*

Perubahan 'KTSP' menjadi kurikulum 13 (K13) berdampak pada sistem pendidikan di Indonesia. Guru dan siswa dituntut untuk aktif dalam setiap proses pembelajaran seperti pada komponen Pembelajaran Abad 21 yang didalamnya terdapat ketrampilan yaitu ketrampilan *FourCs*. Keterampilan *FourC* mencakup pemikiran kritis, komunikasi, kolaborasi, dan kreativitas. Di lapangan, salah satu keterampilan *FourCs* yang biasanya kurang diterapkan atau diabaikan oleh guru adalah kolaborasi. Penelitian ini mencoba untuk menyelidiki pertanyaan-pertanyaan terkait strategi guru dan respon siswa berdasarkan strategi guru dalam Pembelajaran Bahasa Inggris Abad 21 di MTsN 2 Surabaya.

Penelitian ini menggunakan desain kualitatif untuk menjawab pertanyaan terkait strategi guru dan respon siswa dalam Kolaborasi ketika pembelajaran Bahasa Inggris. Data dikumpulkan dari observasi kelas dan wawancara dengan salah satu guru. Penelitian ini dilakukan dua kali observasi kelas dan dua kali wawancara. Hasil penelitian menemukan bahwa setiap kegiatan dalam Collaboration Learning para guru selalu menerapkan strategi seperti: mengembangkan norma kerja kelompok yang efektif di kelas dan membuat tugas yang melibatkan semua siswa. Respon siswa juga sesuai dengan strategi guru, seperti: kognitif (berbagi tanggung jawab, memperhatikan orang lain), afektif (merasa tertarik, hormat dan antusias), konatif (siswa termotivasi untuk menyelesaikan proyeknya dengan baik).



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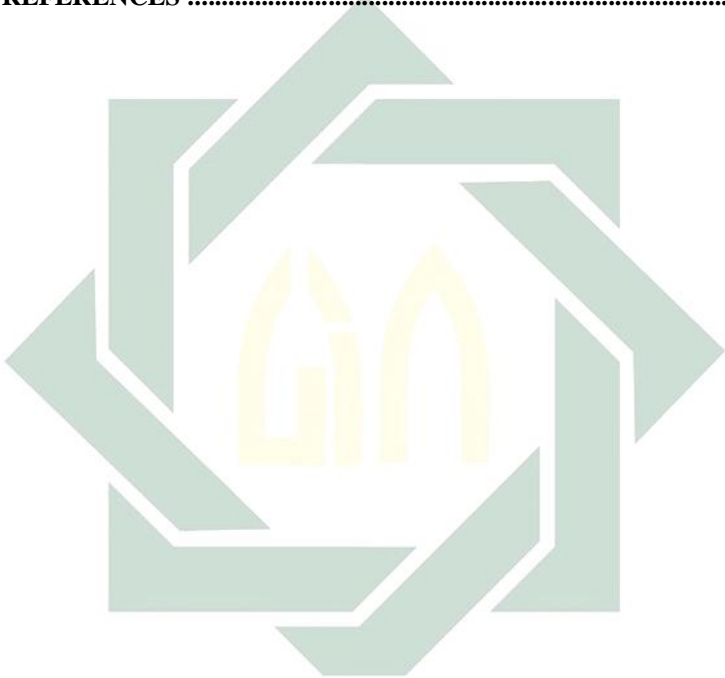
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## CHAPTER I INTRODUCTION

This chapter presented about the background of the study, research questions and the objectives of the study. Then, significance of the study, scope and limitation of the study also definition key terms are presented to give brief explanation.

### A. Background of The Study

The changed of 'KTSP' into the curriculum 13 (*K13*) had an impact in the Indonesia education system. The teachers and students were required to be active in every learning process like in components of 21st Century Learning. In the 21st Century Learning there is skills namely FourCs skills. It is included critical thinking, communication, collaboration and creativity.<sup>1</sup>

First, Critical thinking skill is about interpret information and draw conclusions based on the best analysis.<sup>2</sup>Second, Communication is about communicated clearly, articulated thoughts and ideas orally. Third, collaboration skill is about ability to work effectively and respectfully with team, shared responsibility and value the individual contributions made by each team member. Last, creative skill is about how to develop, implement, also create new ideas using a wide range of idea creation technique.

From the field, one of FourCs skills that usually less applied or ignore by teacher is collaboration. Collaborative learning itself can be done by teacher with students or students with students. Because the definition of collaboration itself was an educational approach to teaching and learning that involves

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<sup>1</sup>Harshbarger, Rodney. "Learning in the 21st Century: A study Addressing Educational Trends and Implications". 2016. P.20

<sup>2</sup>Paul, Richard and Linda Elder. "Critical Thinking: The Nature of Critical and Creative Thought". Journal of Development Education 30.2. 2006. Print .P. 34-35

group of learners working together to solve a problem, complete a task or create a product. The teacher can design collaborative learning with some strategies in order to be able to engage all of the students during collaborative learning process.

When students do collaboration with the others, sometimes there are some students be passive or less work. Students who were passive would be rely on the students who were active. So, that it was a problem to be solved by teacher. Teachers should engage all of students in order to students were not rely on a student but also all of students could master the topic well and they could be confident.

Collaboration in modern era is based on the 21st Century Learning. It is not only the transfer of material but also the formation of FourCs skills. Some experts explain the importance of mastering FourCs Skills as a means of achieving success. 21st Century is a century where the world is developing very quickly and dynamically. Mastering of 21st century skills is very important. Teachers of 21st century have to create students of 21st century with soft skills. The 21st century teachers need teaching skills content mastery as well as integrating teaching with technology.<sup>3</sup> According to experts, coordination and collaboration will also be essential skills for productive teamwork in the twenty-first century will be developed in the schools, others schools, and between in school and outside-school experiences . Students will learn together as they work collaboratively on authentic project-based assignments and develop skills by teaching their peers in groups. I the future workplace, workers can expect to engage in highly networked collaborations, separated from colleagues by considerable distance and situated far from the physical location of information resources.<sup>4</sup>

Some studies conducted on collaborative Learning for English learning in different level. For example: Carol has investigated teacher collaboration across schools by observing one teacher. The finding indicated that the teacher did not use strategies but the

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<sup>3</sup>Jan,Hafsah. “Teacher of 21st Century : Characteristics and Development”. June 2017. P.50

<sup>4</sup>Scott,Cynthia Luna.“The Futures of Learning 2: What Kind of Learning for The 21st Century?”. 14 November 2015. P. 2

collaboration learning process could run well. Agnes investigated FourCs skills in the University level used qualitative method and the finding was FourCs skills was important and needed for university' students. Next, Rani Paul investigated the challenges teachers face in organizing Collaborative Learning process. The challenges were about areas like "Content areas" which were difficult in Collaboration Learning classes and "Skill" which became difficult in conducting Collaboration Learning classes. The researcher interviewed to get the story about participants' experiences and could pursue deep information around the topic. The findings showed that summarizing, paraphrasing during essay writing and listening skills were some difficulties identified. Student's skills to work in a group was the challenge that Rani faced. Ririn Hermawati investigated collaboration within native and non-native students in the Senior High School levels. Ririn did observation to investigate the role and teaching model during Collaboration Learning process. The finding showed that two teaching models were identified. Teacher's role was as a controller and organizer during Collaboration Learning process. Saoula Amel investigated about Collaborative' strategy to enhance English Foreign Learner (EFL). The research focussed on the techniques to advance student's level. The techniques were: collaboration's technique in terms of nature and application of Collaboration Learning in writing skill. Saoula used questionnaire to write university students' expression. The finding shown that students were very appreciate in Collaborative Learning. The teachers also said that Collaboration Learning was effective for students' writing improvement.

By comparing and constructing from previous study, there was a space for the researcher to explain the teacher's strategies in Junior High School (JHS) levels because Junior High School's students was the first subject which learned English basically and recognized about components of 21st Century Learning. So, that was why this study investigated how the teachers' strategies to facilitate students do collaboration and engage all of the students during collaborative learning. The research conducted at MTsN Surabaya 2 because in the MTsN 2 Surabaya, the teachers have been known and applied FourCs skills in the learning process. When the teacher applied FourCs skills in the class, the teacher

almost used strategies in each activity such as: demonstrating conversation, performing role play so students did not feel bored and understand well the material.

### **B. Research Questions**

Based on the rationale stated in the background of this study above, the research questions are formulated as the following :

1. What are the teachers' strategies to facilitate students' collaboration in English learning based on the 21st Century Learning at MTsN Surabaya 2?
2. What are the students' response toward the teachers' strategies to facilitate students' collaboration in English learning based on the 21st Century Learning at MTsN Surabaya 2?

### **C. Objectives of The Study**

Based on the research questions above, the objective of this study are the following:

1. To investigate the teachers' strategies when students' collaboration in English learning based on the 21st Century Learning
2. To investigate the students' response toward the teachers' strategies when students' collaboration in English learning based on the 21st Century Learning

### **D. Significance of The Study**

The beneficial of this research can be used to teachers, researcher and other researchers.

1. For the English teachers, the results of this study may provide examples of strategies that English Foreign Language teacher could use when they initiate the activities that promote collaboration learning
2. For the researcher, the several teachers' strategies within collaboration learning that has been investigated from the results of this study could be applied in a real field because the researcher want to become an English teacher.
3. For the students, the result of this study could make students were more confident and active when doing

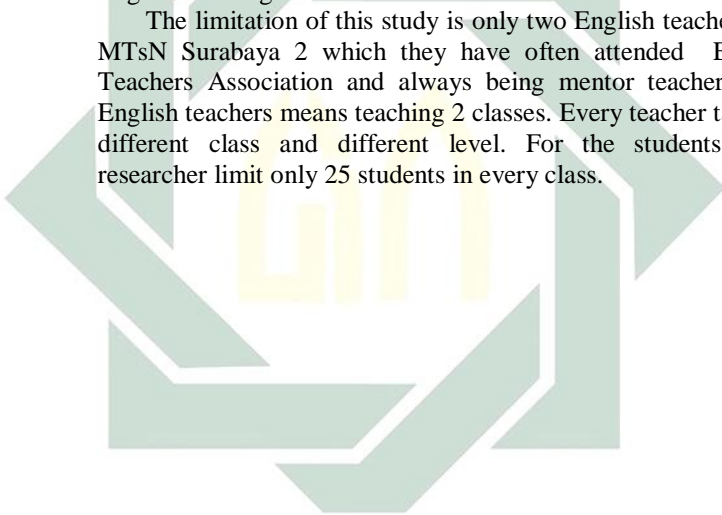


collaboration learning also they were not only rely on a person member of the group.

#### **E. Scope and Limitation**

The scope of this study was English Teacher and used 21st century Learning because in the 21st Century there are FourCs skills. This study only focussing on collaboration especially the teachers' strategies which focussed on the activities in English learning such as demonstrating conversation, discussion, and presenting the product. The students' response itself focussed on the students' cognitive, affective and conative (behavior) toward teachers' strategies in English learning.

The limitation of this study is only two English teachers of MTsN Surabaya 2 which they have often attended English Teachers Association and always being mentor teacher. Two English teachers means teaching 2 classes. Every teacher taught different class and different level. For the students, the researcher limit only 25 students in every class.



## F. Definition of Key Terms

The definition of key terms was explanation about terms which making readers easy to understand. Some important terms which related with this study as these details:

### 1. 21st Century Learning

Educators globally were working to design new models of learning process which was better learners for life and worked in the 21st Century. 21st Century Learning was known as 21st Century skills. In the 21st Century, educators want to help their students succeed in life.<sup>5</sup>There are Four Cs Skills within 21st Century, they are: Critical thinking, Creativity, Communication, and Collaboration. The curriculum that was used in the 21st Century was Curriculum 13 (*K-13*). In this study, the learning process should follow the 21st Century Learning because within 21st Century based on the Curriculum 13 (*K13*) and there was Four Cs Skills that teachers should be there and mastered well when learning process.

### 2. Four Cs skills

Four Cs skills are Communication, Creativity, Critical thinking and Collaboration. If today's students want to compete in this global society, they must be proficient "Four Cs". Educators must complement all of those subjects with the "Four Cs" to prepare young people for citizenship and the global workforce. In the 21st century, citizenship requires levels of information and technological literacy that go far beyond the basic knowledge that was sufficient in the past.<sup>6</sup> In this study, FourCs skills are the skills that the teachers must mastered

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<sup>5</sup>Roekel, DV. "Preparing Students For a 21st Century Global Society An Educator's Guide to the 'Four Cs'". 2011

<sup>6</sup>Bialik, Maya and Fadel, Charles. "Skills for the 21st Century: What Should Students Learn?". May 2015. P. 1

and applied it within every learning process in the classroom.

### 3. Teachers' strategies

Strategies are the particular approaches or techniques that learners employ to try to learn a second language. Language learning strategies are conscious or potentially conscious actions and learners can identify them in their learning process.<sup>7</sup> In this study, tstrategies means the teachers used some strategies to help and support students in every activities when Collaboration in English Learning such as demonstrating conversation, discussion and presented the product. Teachers should know how to apply those strategies well because it would give the impact for both teachers and students in order to make effective learning.

### 4. Student's collaboration

Collaboration is a philosophy of interaction and person lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. Many studies have shown that collaboration in learning in small groups has significant advantages over students who work individually. In collaboration in learning also there is a sharing of authority and acceptance of responsibility among group members for the groups' actions. Furthermore, Collaboration in learning also can be called as an educational approach to teaching and learning that involves groups of learners working together to solve problem, complete a task, or create a product.<sup>8</sup> In this study, Student's collaboration in English learning is a process based on the 4C skills in the 21st Century, which students

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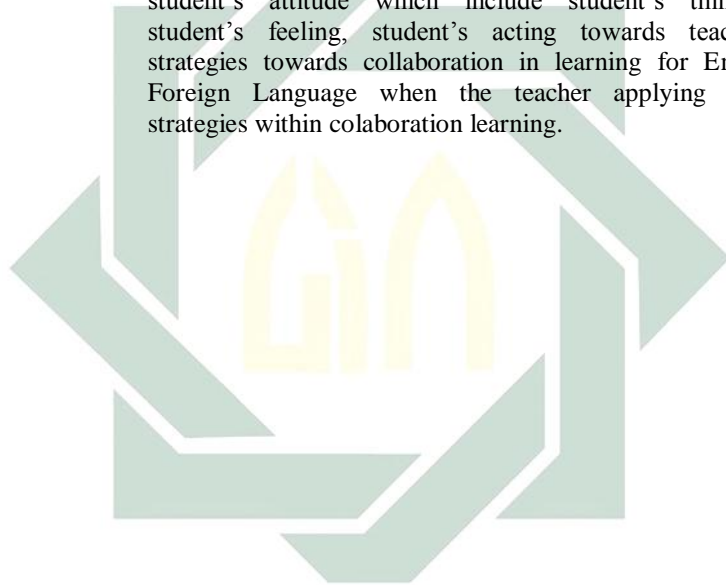
<sup>7</sup>Cohen, A.D. "Strategies in learning and using a second language". 1998. P.25

<sup>8</sup>Laal, Marjan and Seyed Mohammad Goshi. "Benefits of Collaborative Learning". 2011. P. 486-490

worked together to solve a problem, created something, and finished the task. In a student's collaboration, all students should work together. So, all students should contribute and participate in the discussion.

5. Student's Response

There are three components of attitudes that is called tripartite model. The first component is cognitive. The second component is affective. The last component is conative (behavior).<sup>9</sup>In this study, student's response is a student's attitude which include student's thinking, student's feeling, student's acting towards teacher's strategies towards collaboration in learning for English Foreign Language when the teacher applying some strategies within collaboration learning.



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<sup>9</sup>Azwar,S. "Sikap Manusia Teori dan Pengukurannya".(2nd ed.). Yogyakarta : Pustaka Pelajar. 2012. P. 30-40

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter presented about some theories that supported this study. The review of related literature and the previous studies connected with Teachers' strategies and students' response within collaborative learning.

#### **A. Theoretical Framework**

##### **1. 21st Century Learning**

Developed a comprehensive framework for 21st Century Learning required more than identified specific skills, content knowledge, expertise and literacise. 21st Century Learning was known as 21st Century skills. Every 21st Century skills implementation requires the development of core academic subject knowledge and understanding among all students. Within the context of core knowledge instruction, students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication, and collaboration.

According to Paige, adopting a 21st Century curricula should blend knowledge, thinking, innovation skills, media, Information and Communication Technology (ICT) literacy, and real life experience in the context of core academic subjects.<sup>10</sup> Teachers play a significant role in helping students develop 21st Century skills by applying methods that increase students' abilities.

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<sup>10</sup>Paige,J. "The 21st century skills movement". *Educational Leadership*. 2009. P.11

According to Drew, there is a correlation between problem-based learning activities and the critical thinking skills that students will need in the 21st Century.<sup>11</sup> Another pedagogy that enhance 21st Century skills is Collaboration learning. The diversity of students' skills and abilities can encourage creative work where "every person brings something to the table".<sup>12</sup>

In this study, the teachers should know and be mastered well about the components that was there in the 21st Century because in the 21st Century included Curriculum 13 and Four Cs Skills. The researcher only focussing on the one skill was Collaboration Skill. So, this study was about Collaboration in Learning process used Curriculum 13 and based on the 21st Century Learning.

## 2. Curriculum 13 (K-13)

21st Century Learning has changed every sistem in education era. The curriculum that affected by 21st Century Learning was curriculum 2013 (*K13*). The 2013 curriculum is curricula for education system in Indonesia which include for primary and secondary schools. This policy is a new in Indonesia' education. Innovation of curriculum 13 is related with philosophy of the curriculum. As previous 2006 curriculum, the content is called *Kompetensi Dasar (KD)*. The development of "KD" in 2013 curriculum is different from previous curriculum. The changes curriculum is intended as a form education reform in order to improve the quality of education in Indonesia.

As Moh. Noah said that in an effort to improve the quality and equity of education, the government has planned an educational innovation by implementing Curriculum 2013, which is expected to produce Indonesian people productive, innovative and effective through

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<sup>11</sup>Drew, Sally Valentino. "Open up the ceiling on the common core state standards: Preparing students for 21st century-literacy. 2013. P.321-330

<sup>12</sup>Knowlton, D. "Preparing sudents for educated living: virtues of problem-based Learning across the higher education curriculum". 2003. P.5-12

strengthening the attitude, skills, and knowledge.<sup>13</sup> According to Fasli Jalal and Dedi Supriadi, the quality of education includes a) teachers and education personnel, principals, supervisors, overseers, b) teaching curriculum, c) teaching methods, d) materials, e) teaching aids, and f) management school.<sup>14</sup>

According to Ministry of Education and Cultures, *K-13* is fact the prolongation of School-Based Curriculum (*SBC*) in some components. The main of *K-13* is the individual that are faithful of God, having good character, be confident and succes learning, be responsible and more contributions in to the civilization.<sup>15</sup>

So, in *K-13* the components are more structural. Not only that, *K-13* also has FourCskills which is the previous curriculum do not have those skills.<sup>16</sup> In the *K-13* both teacher and students should be creative and innovative because of that in every learning process, the teacher may not focussing on the book but also use some medias to support learning situations and make students think creatively.

According to Higgins, Henriksen and Acedo, education 21st century should immediately move from traditional learning to modern education so students have the knowledge, learning and innovation skills, using technology to find information, and survive using skills for

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<sup>13</sup>Muh.Nuh. “Sosialisasi Kurikulum 2013”. Kemendikbud. Jakarta. 2013 P.2

<sup>14</sup>Jalal,F. Dan Supriadi,D. “Reformasi Pendidikan dalam Konteks Otonomi Daerah”. Yogyakarta: Adicitra Karya Nusa. 2001. P.20

<sup>15</sup>Ministry of National Education number 32 year 2012

<sup>16</sup>Hasan,S.H. “The Development of Historical Thinking and Skills in the Teaching of History in the Senior Secondary School Curriculum in Indonesia. *Historia: International Journal of History Education*. 2010. P.1

life skills.<sup>17</sup> There are four skills should be known of 21st century education, they are :

a. Critical thinking

Critical thinking in the 21st century learning should consider because the skills is about finding informations and comparing detail evidence in making decision. According to Scott, Critical thinking refers to others skills such as communication, analyze, interpret and evaluate evidence.<sup>18</sup> Concept of critical thinking can be discribed by various definitions such as critical thinking is the skills necessary to solve problem, give reasons effectively, make choice, and draw conclusions.

According to Richard, Critical thinking is is process of analyzing and assessing thinking.<sup>19</sup> In educational system of 21st century, critical thinking is needed because it will make students elaborate their knowledge also ability. The key to assess critical thinking is how the students arrange and structure thinking because critical thinking is a set of intellectual skills. To develop critical thinking, teacher should encourage students within give informations. Teacher can give some ways to students think such as : give conclusions, analyze concepts and explanations, solve problem within a text, and elaborate new ideas to new contexts by their own experience.

Critical thinking and learning having connection which is in learning process, they use human thinking. Without critical thinking, the process of learning will be not powerful ideas also students be rare to think. It's like traditional learning.

b. Communication

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<sup>17</sup>Acedo,C and Hughes, C. “Principles for Learning competences In The 21st Century Curriculum. Springer Journal. 2014. P. 503-525

<sup>18</sup>Scott,CL. “The Futures of Learning 2: What Kind of Learning For The 21st Century”. 2015. P.4

<sup>19</sup>Richard,Paul and Linda Ekler. “Foundation for Critical Thinking”. 2004. P.2



Communication skills are refers to effectively expressing an idea. According to Scott, strong communication skills included the ability to express thoughts clearly, persuasively and orally, articulate opinions also motivate others through speech.<sup>20</sup>

According to Sean, communication is the art and process of creating and sharing ideas.<sup>21</sup> Communication skills are the tools to build effective communication with other person. Communication is a two-way street such as: ability to understand what people deliver informations and ability to communicate with people to make sure that have received informations clearly. In order to get a good source, when conversations or deliver informations should make sure that is message sent is clear and understandable.

Some factors can give impact to communication skills such as language and perspective. There are some dialect and language in the world, so to build effective communication should use common language in order not to miss communication also can build communication fluently. Then, perspective. every person have their own perception to demonstrate their opinions, knowledge and ideas. Perspective is influenced by past experience, feelings and environments. Past experience can determine people's communication in the next future because experience in the past can be learned to compare situations. Next, feelings is important role in communication because what will say sometimes depends on the feeling. After that, environment also have big impact in communication because to communicate with each other should pay attention to the environment.

c. Collaboration

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<sup>20</sup>Ibid

<sup>21</sup>McPheat,Sean. "Effective Communication Skills".2010. P.9

Collaboration was working flexibly and effectively together with others. it's relate with Roekel, he argues that collaboration is an attempt to demonstrate the ability to work effectively and respectfully with deverse team to achieve common goals.<sup>22</sup>

According to Johnson & Johnson, Collaboration is commitment to work skilfully with the others within groups. Collaboration can make effective learning process by sharing ideas and knowledge, determining goals, engaging to solve problem.<sup>23</sup> Collaboration in learning process can engage and cover both teacher and students to think together and solve problem such as : in a text, book, etc. Some experts argue that collaboration is very important because in *K-13* there is material or topic that requires students to work in pairs and groups. That makes students easy to understand the lesson also they can share knowledge that is ever had. But, in the field collaboration skills is usually ignored by teacher.

When teacher apply collaboration in learning process, sometimes do not use strategies so the collaboration do not run well. It should be more attention in order to all of students engage in learning process.

#### d. Creativity

Creativity refers to ability to create concept and product.<sup>24</sup> According to Roekel, he argues that creativity is defined as a way of thinking which uses various techniques of making new ideas and useful concepts, outlines, refine, analyze, and evaluate the original idea.<sup>25</sup>

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<sup>22</sup>Ibid

<sup>23</sup>Johnson, D.W., & Johnson, F.P. "Joining together: Group theory and group skills (11th ed). 2013. P.1

<sup>24</sup>Wyers, A. "Website top 10 online colleges visualizes valuable future work skills". 2014. P.4

<sup>25</sup>Ibid

Moseley said that creativity could be imagined about producing explanations and making a plan. Planning can be created by using idea creation to encourage students to apply creative thinking and solve some problems within learning process.<sup>26</sup> There are three ways to create creativity, they are : creative thinking, creative working with the others, implement innovations.

Creative thinking can be built by using idea making techniques like brainstorming, making new and useful ideas and informations, and explore, analyze, explain the own ideas to increase the creativity skills. Furthermore, establish and implement communication about new ideas creatively with the others and give feedback and be responsive into a group. Then, behave on creative ideas to create beneficial contribution in the field to make creativity will happen.<sup>27</sup>

Skills in the 21st century should be mastered both teacher and students to achieve success learning process because of component in the 21st centry include FourCs skills which that component there is in Curriculum 13 (*K-13*). So, both teacher and students should engage and understand well about Four Cs skills when applying in the class. Four Cs skills is about modern teaching which process of learning is not only depends on the book but also more practice.

### **3. Collaboration**

Collaboration had become a twenty-first-century trend. In the past decade, Collaboration had been rising clearly, it was not only important but also needed for students and employees exactly dealing to globalization and the modern technology. Collaboration was essential in the classroom because it is inherent in the nature of how work is

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<sup>26</sup>Moseley, D., Baumfied, V., Elliott, J., Gregson, M., Higgins, S., Miller, J., et al. "Frameworks for thinking". 2005. P.11

<sup>27</sup>Piirto, Jane. "Creativity for 21st Century Skills". 2011. P.2

accomplished in the civic and workforce lives. Collaboration in learning could be meant as a set of teaching and learning strategies that promoted students' collaboration within small groups (two to five students) to make be optimise for the students and each others learning.<sup>28</sup> According to Cone and cone, Collaboration projects involving in service teachers have enhanced pupils' learning.<sup>29</sup> The Collaboration in learning has established that metacognitive processes are critical for group performance and individual learning. Collaboration work brings out the reciprocal nature of metacognitive activity and processes that is governed by dialogue structures that may include self-disclosure, feedback requests and other monitoring.<sup>30</sup> According to Microsoft Partners in Learning, there are some indicators in collaboration they are : students are working the others on the learning activity, students have shared responsibility for their work, and the learning activity is designed in a way taha requires students to make substantive decisions together.

#### **4. Teachers' strategies to facilitate students' collaboration**

In a collaboration setting, learners have the opportunity to converse with peers, present and defend ideas, exchange diverse beliefs, question other conceptual frameworks, and are actively engaged. Not only that, collaboration's strategies also can make opportunities for reciprocal

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<sup>28</sup>Le,Ha,Jeroen Janssen and Theo Wubbles. "Collaborative Learning practices: teacher and student perceived obstacles to effective student collaboration".2017. P.100

<sup>29</sup>Luzzatto,Edda and Giordano DiMarco. "Collaborative Learning : Methodology,Types of Interactions and Techniques".2010. P.2

<sup>30</sup>Le,Ha,Jeroen Janssen,and Theo Wabbles. "Collaborative Learning practices : teacher and student perceived obstacles to effective student collaboration".Vol 48. No.1. 2018. P.103-122

teaching when learners taught others member group.<sup>31</sup> For example: teacher asked students to make a group, students created something with their group and presented in front of the class, etc.

Collaboration represents a significant shift away from the typical teacher- centered or lecture-centered in college classrooms. Teachers who use collaboration approaches tend to think of themselves less as expert transmitters of knowledge to students , and more as expert designers of intellectual for students as coaches or midwives of a more emergent learning process. Collaboration occurs when small groups of students help each other to learn. Collaboration is sometimes misunderstood. It is not having students talk to each other, either face-to-face or in a computer conference, while they do their individual assignments. It is certainly not having one or a few students do all the work, while the others append their names to the report. Furthermore, One of the example Collaboration in learning activities is can be done by compose collaboratively through dialogue and work together to document in written form. During performance or practices, they should also have moments of disagreement and agreement.<sup>32</sup> In addition, the role of Collaboration in learning's strategies in raising the proficiency of English Foreign Language learners to the desired level is quite crucial. In recent decades, Collaboration in learning has emerged as one of the major research subjects/areas due to its importance in

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<sup>31</sup>George, Randi L. "Teacher Perception of Cooperative Learning Strategies Impacting English Learner Engagement and Academic Performance Levels". 2017. P.3

<sup>32</sup>Giglio, Marcelo "Creative Collaboration in Teaching". 2015. P.200

pedagogy in general and second language research in particular,<sup>33</sup>

To achieve success applying collaboration's strategies, there are some strategies which include :

a. Develop classroom norms of effective group work

Teacher led group discussions about what kinds of behaviors contributed or detracted from student's opportunities to learn in groups. Students and teachers co-constructed shared understandings of desirable ways to ask for help, offer feedback, share responsibilities, define the group's goals, and resolve conflicts. For example: teachers group students' discussion to make a product by using application as a media and demonstrating it in front of the class.

b. Provide language supports

To provide English Foreign Learner (EFL) the usual graphic and sensory supports, teachers mentioned assigning new comer likes English Foreign Language to a non-English Foreign Language "buddy" who was responsible for helping the newcomer participate as fully and successfully as possible in the classroom. For example: teachers facilitate students using Indonesian Language to make students easy understand. Beside that, the teachers called students like their to be more intimate.

c. Group students strategic

Teachers gave serious consideration to how they group students. Teacher considered not only English proficiency and academic proficiency, but also factors rarely considered in the research literature such as personality, social and emotional development, friendships and familiarity.

d. Create assignments that engage all students in meaning-making

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<sup>33</sup>Istihq, Muhammad, Muhammad Sabboor Husain. "Scope of Cooperative Learning (CL) Strategies in Teaching English". 2011. P.2

Several teacher emphasized the importance of creating assignments that granted students freedom to use their creativity and develop their problem-solving skills.

e. Collaboration as a school-wide value

The most important resource administrators could provide in this regard was planning time, especially joint planning time for collaboration between content teachers and EFL. In schools where collaboration was explicitly valued and was an instructional goal across content areas, students benefited from the multiple opportunities to develop collaboration in learning skills.<sup>34</sup>

From the several components of teachers' strategies above, this study analyzed teachers' strategies in MTsN Surabaya 2 used those strategies. It related or not with those strategies above.

## 5. Benefits of collaborative learning

There were ten impacts can be taken from collaboration in learning such as: students can develop social skills like share assignments, actively ask questions, respect others opinions, motivate friends to ask questions, want to express ideas, and work in groups.<sup>35</sup>When collaboration learning, students created task together with their grou and changed the information. So, it make easier for both teachers and students understand the material. Not only that,collaboration can help to face the problems and find solutions, develop cooperation for same aims, give positive responses to others, there is a sense of

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<sup>34</sup>Wida Research Brief. "Collaborative Learning for English Language Learner". May 2014. P.1-2

<sup>35</sup>Kurnia,Rizka Dhini,Endang Lestari Ruskan and Ali Ibrahim. "Pengembangan Model Pembelajaran Berbasis Cooperative Learning dalam Meningkatkan Motivasi Belajar Mahasiswa dan Peningkatan Mutu Lulusan Alumni Fasilkom Unsri berbasis E-Learning".2014. P.2 [eprints.unsri.ac.id/5393/1/774-2481-1-PB.pdf](http://eprints.unsri.ac.id/5393/1/774-2481-1-PB.pdf)

responsibility and students can think critically.<sup>36</sup> In addition, collaboration learning can improve learning in marketing strategy especially in vocational high school.<sup>37</sup> Collaboration can help share working memory load by having different members of a group contribute knowledge particular to them but not otherwise available to other members of the group.<sup>38</sup> So, when students collaboration with each other, it is probable they can influence others for example : when they argue, if they express their opinions individually their opinions may be difficult to accept, but if they argue together with the same opinion the possibility is acceptable.<sup>39</sup>

From those theories above, it can be concluded that collaboration in learning have much benefits than work individually. So, teachers should applied collaboration learning to make them easy when delivering the material.

## 6. Students' Responses of collaborative learning

<sup>36</sup>Dewi, Mia Rosmalisa, Imam Mudzakir, Siti Murdiyah. "Pengaruh Model Pembelajaran Kolaboratif berbasis Lesson Study terhadap Kemampuan Berpikir Kritis Siswa The Effect of Collaborative Learning Model with Lesson Study on Student Critical Thinking". 2016. P.2 [www.scribd.com/document/357679992/2-Formulir...](http://www.scribd.com/document/357679992/2-Formulir...)

<sup>37</sup>Nurfiatin, Titin, Sunarto, Sudarno. "Penerapan Model Pembelajaran Kolaboratif Disertai Strategi Quantum Teaching Untuk Meningkatkan Hasil Belajar Siswa Kelas X PM 1 SMK Negeri 6 Surakarta Tahun Ajaran 2015/2016". 2016. P.2 [jurnal.uns.ac.id/bise/article/view/17366](http://jurnal.uns.ac.id/bise/article/view/17366)

<sup>38</sup>Retnowati, Endah, Paul Ayres, John Sweller. "Collaborative Learning Effects When Students Have Complete or Incomplete Knowledge". 2018. P.63

<sup>39</sup>Firman. "Strategi Pembelajaran Kolaboratif Dalam Pembelajaran Bahasa Indonesia". 2014. P.4 [www.academia.edu/28542874/PENGEMBANGAN\\_STRATEGI](http://www.academia.edu/28542874/PENGEMBANGAN_STRATEGI)



There were three components of response that was called as tripartite model. The first was cognitive. Cognitive could be meant as the expression of someone's beliefs or thoughts to the something. According to Kendra Cherry, he explained that the change of level's reasoning acquiring new ways of understanding the world. Piaget's argues that teacher should create an effort to provide classroom activities to students and assess in every individual.<sup>40</sup> Cognitive involves the study of mental processes. All of the things go inside the brain such as : perception, thinking, memory, attention, language, problem solving, and learning. That relates with branch of psychology.<sup>41</sup> . The cognitive constructs contains declarative and procedural knowledge. The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs. The activity that was responded by cognitive was discussion. The teachers gave opportunity for the students created product based on students' mind.

The second was affective. Affective was defined as emotional feeling. Emotional reaction was affected by believed of something. It could be favorable and unfavorable. Affective is divided into temperament and emotion. Temperament is depends on individual situation factors. Emotion is depends on the environment's situation factors. A deeper level the affective constructs relate on values and attitudes. As valuable guides willingness and interest to learn. Measuring of affective component could be identified from sympathetic nervous responses and affective's verbal statements. The activity that was responded by cognitive was applying and creating product used some media. The students more attractive and enthusiast because the Collaboration in English Learning not bored.

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<sup>40</sup>Cherry, Kendra. "Cognitive Psychology: The Science of How We Think". 2014. P. 3-4

<sup>41</sup>ibid

The last was conative (behavior). It could be defined to someone preference to act in a particular manner which was congruent to his/her attitude. Conative is divided into two parts, they are : motivation and volition. The motivational factors includes internal and external goal-orientation, need for achievement, self-esteem, and all of enterprising learning. Then, according to Rouhotie and Koiranen Volitional factors are among the will to learn, mindfulness in learning, and evaluation process.<sup>42</sup> Measuring of conative component were clear action and verbal statements concerned to the behavior.<sup>43</sup> The activity that was responded by conative was demonstrating product in front of the class. The students could not wait to present what they have done because they created it based on what they understand. Students felt motivated to be confidence when demonstrating the product.

#### **B. Previous Study**

Related for this study, several previous studies were conducted: The first was “An analysis of 4C skills incorporation in students’ teaching practice” by Putri Agnes Ainunningsih.<sup>44</sup> The study involved 9 classes of teachers’ practice. The study aims to know how apply 4C skills also the challenges when implement 4C skills. Agnes used qualitative method and the finding was FourCs skills was important and needed for university’ students. The second “Collaborative teaching between native and non-native English teachers at SMA Muhammadiyah 1 Taman Sidoarjo” by

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<sup>42</sup>Rouhotie, P. & Koiranen, M. “In the Pursuit of Conative Constructs into Entrepreneurship Education. 2000. P.10

<sup>43</sup>ibid

<sup>44</sup>Ainunningsih, Putri Agnes. “An Analysis of 4c Skills Incorporation in Students’ Teaching Practice”. 2018. P.1

<http://digilib.uinsby.ac.id/27654/>

Ririn Hermawati.<sup>45</sup>The study conducted by using some collaborative teaching models such as one teach one observe, station teaching, parallel teaching, alternative teaching, team teaching, and one teach one assist. The finding indicated that two teaching models were applied and the teacher's role was as a controller and organizer during Collaboration Learning process. The third "Teachers' challenges in organizing collaborative learning with the university students in Bangladesh University" by Sampa Rani Paul.<sup>46</sup> The study involved 10 teachers, five from each university. Rani Paul has investigated the challenges teachers face in organizing collaborative learning process. The challenges were about areas like "Content areas" which were difficult in Collaboration Learning classes and "Skill" which became difficult in conducting Collaboration Learning classes. The researcher interviewed to get the story about participant's experiences and could pursue deep information around the topic. The findings were the researcher could face the challenges through concerning student's lack the skills to work in a group. The fourth "Teacher collaboration across and within schools : supporting individual change in elementary science teaching" by Carol Briscoe.<sup>47</sup> The study involved 24 elementary teachers from a single district. Carol investigated teacher collaboration across schools by observing one teacher. The finding indicated that the teacher did not use strategies but the collaboration learning process could run well. The fifth "The collaborative learning strategy as a tool to enhance EFL learner's writing skills" by Saoula Amel.<sup>48</sup> Saoula Amel investigated about

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<sup>45</sup>Hermawati,Ririn. "Collaborative teaching between native and non-native English teachers at SMA Muhammadiyah 1 Taman Sidoarjo".2018. P.1

<sup>46</sup>Paul,Sampa Rani. "Teachers' challenges in organizing collaborative learning with the university students in Bangladesh University".2016. P.1

<sup>47</sup>Briscoe,Carol and Joseph Peters."Teacher Collaboration across and within schools : supporting individual change in elementary science teaching".1997. P.1

<sup>48</sup>Amel,Saoula. ""The collaborative learning strategy as a tool to enhance EFL learner's writing skills".2015. P.1

collaborative' strategy to enhance English Foreign Learner (EFL). The research focussed on the techniques to advance student's level. The techniques were: collaboration's technique in terms of nature and application of Collaboration Learning in writing skill. Saoula used questionnaire to write university students' expression. The finding shown that students were very appreciate in Collaborative Learning and teachers said that Collaboration Learning was effective for students' writing improvement.

From the several previous studies above, the topic, subjects and levels were so different with this study. In this study emphasized on the teacher's strategies within collaborative learning and how the student's response toward those strategies for the level was Junior High School (JHS) students and the subjects were teachers and students.



## CHAPTER III RESEARCH METHOD

This chapter presented about approach and research design, research setting, data and source of data, research instruments, data collection technique, data analysis technique, also research stages.

### A. Approach and Research Design

In this study, the researcher implemented qualitative method to find out the answer of research questions. This method has been appropriate to identify how teacher's collaboration strategies and students response towards that strategies. Qualitative research refers to an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem or phenomena.<sup>49</sup>In addition, qualitative research was also the methods that involves the data such as : interviews, documents, and observation.<sup>50</sup>

In MTsN Surabaya 2, the teachers have applied Curriculum 13 (*K-13*) and FourCs skills. The teachers did not focus on the book as media in their practice. When the teachers applied Curriculum 13 (*K-13*), they used some strategies to make the students easy to understand by promoting collaborative learning. The teachers engaged all of students to make effective learning process.

The goal and objectives of this study was to explore as individual or groups community, they are teacher and students within applying collaboration' strategies in English learning which was discussed more detail used qualitative method that match with this study.

### B. Research subject

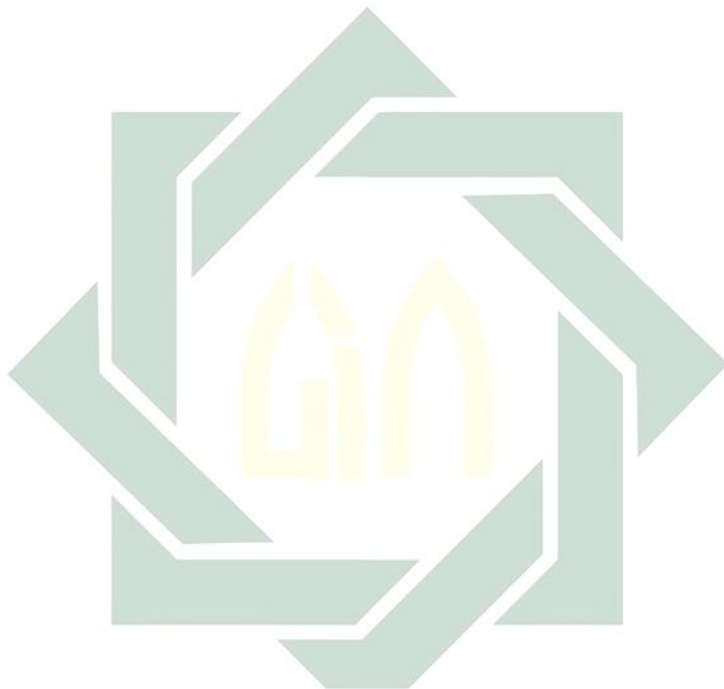
The subjects of this study was English teachers that had participated in the English Teachers Association and

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<sup>49</sup>ibid

<sup>50</sup>Denzin, N.K & Lincoln, Y.S. "Handbook of qualitative research". Thousand Oaks, CA Sage Publications, 2010. P.10

became mentor teachers. The researcher selected two of four English teachers that taught different classes and levels. For the subjects of students were twenty five in every class. As Arikunto said qualitative research used purposive sampling. Purposive sampling is a procedure which identifies person who have specific knowledge about the topic.<sup>51</sup>



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<sup>51</sup>Marguerite,et.al, “Methods in Educational Research: from Theory to Practice, (Sun Fransisco: Jassey: Bass) . 2006. P.152

### **C. Research Setting**

This research setting was the place where the data were taken and collected. This study conducted at MTsN 2 Surabaya on the first semester of academic year 2019/2020. The school locates in Jl. Citra Raya Lakarsantri Surabaya. This study has occurred four times observation and two times interview.

### **D. Data and Source of Data**

#### **1. Data**

The data of this research is teacher' strategies to facilitate students' collaboration and students' response towards teacher' strategies in English learning at MTsN Surabaya 2.

#### **2. Source of data**

The source of data in this research is English teachers from interview data and classroom observation. This study involved two English Teachers and did twice classrooms observations.

### **E. Data Collection Technique**

According to Creswell, there were various technique for collecting qualitative data, they were : observations, documents, interviews, questionnaire, and audiovisual material.<sup>52</sup> This study used observation and interview to collect the data.

#### **1. Observation**

Observation is the first step that is research taken to collection techniques. The researcher observed both the teachers and students four times. The data are collected by teacher practice collaboration' strategies in the classroom. The researcher analyzed both teacher and students performing within learning process by using observation checklist and taking notes. If the checklist is full of

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<sup>52</sup>John, W. Creswell. "Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, the 4th edition. 2010. P.259

answering based on the K-13 it means that the teacher's strategies have fulfilled standardized of Curriculum 13 (*K-13*) Components.

## 2. Interview

After doing observation, the researcher interviewed the teachers to give explanation about what they have done in the class as an additional information also to fulfill as audiovisual data. While interview occurred, the researcher used audio recording to keep the data was safe.

The result of Qualitative data is described by text, image, and conclusion. The explanation is more complex because did not use number like Quantitative data. Because of this study about the strategies and only two subjects of English learning, so the sampling did not use random sampling but also use purpose sampling which the subject helped the research in this study.

## F. Research Instrument

The correlation between English teacher's teaching strategies and students' response were explained by two instrument including classroom observation and interview guidelines.

### 1. Observation Checklist

For answering the first and second questions, the researcher did observation during the collaborative learning process. The researcher knew the teachers' strategies and also students' response after the teacher implement the strategies. When the researcher observed, it used some checklist form which the checklist contains about the components of *K-13*. To collect the data the researcher checked all of the questions inside based on the both teacher and students' performance in the class when learning process. The statements of observation checklist contains 13 items. All of the items could be looked at (*Appendix I*). While observation, the researcher also took a notes. To avoid if there was a problem when the teacher applying collaboration' strategies in the class or the students' response is not appropriate or correlate towards teacher' strategies. Because of the observation checklist



was not enough, so to complete any informations out of the checklist the research used notes in order to when the research need more informations it can open the notes. The notes completed observation checklist who more general statements. The researcher took a notes in order to the data was more valid.

## 2. Interview Guideliness

The topics and issues were specified in advance, in outline form; researcher decided sequence of questions in the list interview guidelines.<sup>53</sup>To answer the first and second questions, the researcher asked teacher after finish learning process as called interview. The question of interview contains 9 items. Interview was about how teacher' could apply the strategies, how teacher prepared the strategies. Interview is an another way beside observation because the researcher can add information from interview. Interview is needed because the researcher could get directly explanation both teacher and students. So, the teacher answered to support the observations' data and adding or completing the data's result. All of the interview's questions could be looked at (*Appendix II*). While interview, the researcher recorded the answer of teacher what they have done within learning process. That is to make sure the data and also the researcher wanted to repeat analysis if there was doubt when taking the data in the class. So, the researcher could replay the recording. The researcher used audio recording not video recording because it made be easier for the researcher when coding the data.

## G. Data Analysis Technique

When classroom observation, the researcher took a note. So, the data collected by observationing, listening and analysing. After that, the data was

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<sup>53</sup>Cohen,Louis,LawrenceManion,and Keith Morrison. "Research Methods in Education". 2005. P.10

transcribed. When the data have been transcribed, the researcher started to read and code. Furthermore, the researcher read while took a conclusion within those processes. Then, the researcher started analyzing the data's observation and find point to be brought into the result of the data.

After finishing analyzed the data's observation, the research started analyzing the data's interview. The first, the research listened the record carefully and sometimes repeatly to make sure the data that is collected is true. Then, the researcher tried to transcript in order to could be read. After that, the researcher start to read the data. While reading, the researcher underline or highlight to analyse and take the important' data to support another data. Last, the data's observation and data's interview are coded based on the same topics in order to make the research easier to collect the result of the data.

## **H. Checking Validity of Findings**

According to John Creswell, there were three kinds of technques of validity, they were : triangulation, member checking and audigting. Checking validity of this study used triangulation technique. Triangulation was the method of collaborating evidence from different subjects, kinds of data (field notes and interviews), descriptions' documents.<sup>54</sup> The researcher asked the English Lecture to validate instruments in order to know that the data instruments that was used is applicable and got reliable data. After checking the data instruments, the researcher did observation and interview in the class. The phenomena that occured in the class was correlated with instruments.

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<sup>54</sup>ibid

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter showed about the research findings and discussion of study towards teachers' strategies and students' response. The data's analyzing was classified based on the research questions.

#### **A. Research Findings**

Research findings presented the informations which related to teachers' strategies and students' respond of collaboration in English Learning. The study was conducted four times of direct observation and two times of interviews. The data was gained from the students and English Teachers of 7E and 9F class. The researcher did the observations and took a recording to analyze the teachers' strategies and students' respond. Then, researcher also did interview to get more informations and add more explanation about teachers' strategies. The researcher explained the findings by detail explanation of teachers' strategies of collaboration in English Learning which has been done by teachers. The finding indicated that teachers used two collaboration strategies, namely: Developing classroom norms of effective group work and creating assignments to engage all of students in meaning-making. The students' responses include: cognitive, affective and conative (behavior). Detail information of the findings follow:

#### **1. Teachers' Strategies in Facilitating Collaboration in English Learning**

The researcher found two collaboration strategies that was used by the teachers through direct observations and video recording during learning process. The teachers' strategies were analyzed using observation checklist and interview guideliness. The observation was done by four meeting with two English teachers at 21 and 23 october 2019, 29 and 30 December 2019. The observation contained pre-activity and main activity.

a. **The activities of teacher 1 in the first meeting**

1. Pre-activity

In the first meeting, the material that was learned was about “Introduction”. That material was applied within application, the name was *toontastic application*. *Toontastic application* was 3D application that could be used as short movie by some characters inside. That application was appropriate for modern learning process. In pre-activity, the teacher grouped students by used strategies “*Develop classroom norms of effective group work*”. The class consisted of 31 students and the teacher 1 divided students into 6 groups. So, the students counted one until five and then they assembled to do next instruction from teacher 1. It could be seen in the pictures below:



Picture 4.1 Teacher 1 asked students to make a group by counting

The strategies that was used was common occurred in every collaboration process. “*Develop classroom norms of effective group work*” was identical within collaboration process, it was about grouping and working together with the others. So, without that strategies, collaboration could not run well.

## 2. Main activity

In the main activity, the teacher focused on the explaining how to download and how to use the media *toontastic application*. The strategies that teacher 1 used “*Develop classroom norms of effective group work*”. After explaining about the using application clearly, the teacher 1 gave a project short film and students should finish it with their group. First, The students arranged short dialogue together in the paper. The grammar and good sentences should be attention. Second, Each students contributed within producing dialogue which appropriate with theme. It was about dubbing voice of students because each cartoon had students’ voice. Students could explore their ideas and adjust with duration of time that teacher 1 given. Last, Students should created the project creatively because after finishing all, it was published on youtube.



Picture 4.2 Teacher 1 explained the material about “*toontastic application*” using Power Point (PPT)



Picture 4.3 Students arranged dialogue before dubbing their voice within the project.

**b. The activities of Teacher 1 in the second meeting**

**1. Pre-activity**

In the second meeting, teacher 1 keep group students and the material based on the previous meeting. As the previous meeting, the teacher grouped students by used strategy “Develop classroom norms of effective group work”. The class consisted of 31 students and the teacher 1 divided students into 6 groups. Teacher 1 still keep the group based on the previous meeting because the project should be continued and finished well before it was published.

**2. Main Activity**

In the main activity, teacher 1 continued activity from the previous meeting. In this meeting, teacher 1 used strategy “*Create assignments that engage all students in meaning-making*”. Teacher still gave time to students finished their project. In this section, it was time for students to discuss for choosing character together that there was in

the application. Each group should had reason to choose the character.

After deciding the character, the students move their dubbing voice that has been saved on the application. Next, students in a group divided assignments to edit the project before published and presenting in front of the class. The process of editing take little bit much time. After finishing the process of editing the project, all of the group should present their project in front of the class.

While presentation section another group students should more pay attention and asked questions about theme, character, and corrected about the grammar within voice. The teacher gave point for the group who corrected the grammar and sentences that was wrong and also for the group that asked questions.



Picture 4.4 Students chosen character 3D within *toontastic* application



Picture 4.5 Presentation section, a group presented the project and other group asked some questions.

### c. The activities of teacher 2 in the first meeting

#### 1. Pre-activity

In the first meeting, the material that was learned was about “expression wish and hope”. The teacher 2 group students by used strategy “*Develop classroom norms of effective group work*”. The teacher 2 grouped students in a pair with deskmate. In a pair work, the teacher 2 gave a sheet that contains about situation that related with expression wish and hope. The students should wrote and made a dialogue to present that situations in front of the class as an introducing the new material in the 9th grade. The teacher 2 itself only gave time not more than 10 minutes because the teacher wanted know the students’ knowledge about the differences wish and hope. After the time was up, the students demonstrated the dialogue of conversation in front of the class with their deskmate. The teacher 2 gave



correction if there was students who was wrong within applying wish and hope.



Picture 4.6 students tried to understand that contains about situation that related with expression wish and hope.



Picture 4.7 students demonstrated the dialogue with the deskmate in front of the class.

## 2. Main activity

In the main activity, the teacher 2 still used strategy “*Develop classroom norms of effective group work*”. The teacher 2 grouping students according to absent. It means that the teacher 2 grouping students randomly. Not only that, the leader in every group also was chosen by the teacher 2. The teacher 2 chosen was the most diligent student to be a leader in order to engage all of students for understanding the material. So, the students who did not know well the material could be helped by the leader. It was very useful and it included the benefit of collaboration learning process. After the students made a group, the teacher 2 explained little bit about the material because in the pre-activity the students know the differences about wish and hope. Next, in a grouping section the teacher asked a group to find picture about situations that related with wish and hope in the book. Every group should choose different situations. After chosen situation by them, the teacher 2 used strategy “*Develop classroom norms of effective group work*” which in a group could share responsibility while discussion process. The teacher 2 asked students to make a short dialogue according to situation that they have chosen before. The teacher gave 10 minutes to arrange the dialogue and 3 minutes to present that drama. After the time is up for discussion, students come to the class for showing their performance. Another group was very enthusiast because the short drama was done without many media. The teacher 2 appreciated them because although it was not any preparation, the students could perform well.



Picture 4.8 students performed a short drama in front of the class.

#### **d. The activities of teacher 2 in the second meeting**

##### **1. Pre-activity**

In the second meeting, the teacher continued the activity and material based on the previous meeting. The teacher 2 still use strategy "*Develop classroom norms of effective group work*". Teacher continued the group based on the previous meeting. As the previous meeting, the teacher 2 grouping students according to absent and chose was the most diligent student to be a leader in order to engage all of students for understanding the material. The teacher 2 asked students to make a short dialogue and gave 3 minutes to present that drama.

##### **2. Main activity**

In the main activity, the teacher 2 used strategy "*Develop classroom norms of effective group work*" which in a group shared understandings of desirable ways to ask for

helping especially within a group had the leader to help other member who did not understand about the material. Furthermore, in this activity there was discussion section, the teacher 2 gave time for discussion to arrange dialogue before performed short drama. The students had opportunity to create dialogue appropriate with the situation that they choose in the book same with previous meeting. After the time is up for discussion, students come to the class for showing their performance. As the previous meeting, another group was very anthusiast because the short drama was done without many media. The teacher 2 appreciated them because although it was not any preparation, the students could perform well.



Picture 4.9 students performed a short drama in front of the class.

**e. The result's interview of teacher 1**

According to interview with teacher 1, he said that the teacher's strategies was important to make the learning process run well, effective, and interesting for the students. In the choosing teacher's strategies, he fixed certain the certain strategies with the material. Based on the activities above, he used effective group working because he wanted to encourage the students to make a dialogue with an interesting way. Not only that, he also used media the name was *toontasticapplication*. He learnt first about that application because that application was very interesting and students felt attractive and fun. Next, benefits from the strategies that teacher 1 applied were students get better understanding about the material and teacher 1 be easy to manage and raise students achievement.

**f. The result's interview of teacher 2**

According to interview with teacher 2, she said that the teacher's strategies was important to make the learning process run effectively. Before teaching, she always prepared a lesson plan. Based on the activities above, she applied pairing, making framework together, and writing or creating dialogue. She applied those strategies depends on the lesson material. She knew that the process of teaching and learning process runs well and the students are actively involved in the learning process. Next, benefits from the strategies that teacher 2 applied were students to raise the students cooperative, discipline, and discipline. For the teacher 2 was to engage all of the students within collaboration process and help students to be easy understand the material.

**2. Students' responses towards teachers' strategies of Collaborative Learning**

After teachers applied some strategies in the class, there were several components of students' respond which it was an impact that students active and gave responses within collaboration in English learning, such as: cognitive (perception, thinking, memory, attention, language, problem solving, and learning that relates with branch of psychology), affective (emotional feeling toward something), conative (behavior: motivation and volition).

a. **Students' response toward teacher 1's strategies**

1. In the first meeting, the students response toward teacher's strategy "*Develop classroom norms of effective group work*" were:
  - a. Students paid attention to teacher's insructions. Students focussed on the task and memorized the number to avoid misscommunication.
  - b. Students' face was just so so because grouping by counting was commonly occurred in the collaboration process.
  - c. Students followed teacher 1's instruction because students know that making effective group work could make be easier for discussion.
  - d. Students felt more interesting because they could explore their creativity through editing, dubbing and creating the project.
  - e. When students tried to apply *toontastic application*, students are motivated to explore their ideas because every group had different themes of 3D cartoon. So, they competed to make the best project.
2. In the second meeting, the students response toward teacher's also strategy "*Create assignments that engage all students in meaning-making*" were:
  - a. Students shared responsibility when choosing character 3D cartoon and solved the problem together in relation to grammar and sentences mistakes before dubbing the voice.
  - b. Students felt very happy and did their project as well as possible to get the best result.

- c. Students were motivated themselves to edit their project well to readers or audiences interested to watch it.

### 1. Students' response toward teacher 2's strategies

1. In the first meeting, the students response toward teacher's strategy "*Develop classroom norms of effective group work*" were:
  - a. Students worked in a pair to think and solve the sheet together to measure their knowledge about the differencess "expression wish and hope".
  - b. Students were serious because they should read and comprehend the sheet.
  - c. Students' memory were recalled and they wanted to think harder together for finding the differencess "expression wish and hope".
  - d. In the main activity, students worked in a group. Students shared their responsibility because teacher 2 asked students to perform short drama in front of the class.
  - e. Students were very interesting and the leader in a group was respectful with the other member who did not understand about the material. So, they helped each other.
  - f. Students tried to give good performance although the media was limited. Students want to bring the atmosphere of short drama in the class were real.
2. In the second meeting, the students response toward teacher's also strategy "*Develop classroom norms of effective group work*" were:
  - a. Students still sit with their group based on the previous meeting. Students pay attention for their leader's instruction because performed short drama should be well.
  - b. Students were more focus because every member had their responsibility within performing short drama.
  - c. Students tried to give their best performance by excercising in a group and prepared using some

simple media that had been they brought from home such as bottle, book, lunch box, etc.

- d. In the main activity, students memorized the dialogue and performed in front of the class.
- e. Students were very interested because it was the first time they performed short drama without using media .
- f. Students performed well and teachers gave appreciation them. Not only that, every group also paid attention as they used a unique.

### **g. Discussion**

In this section, the researcher analyzed the teachers' strategies within collaboration in English Learning and students' respond towards the teachers' strategies. It analyzed by using the theory and previous study that have been presented in chapter III. There were two sections in this part. First, analyzed the teachers' strategies within collaboration in English Learning. Second, analyzed students' respond towards the teachers' strategies.

#### **1. The Teachers' Strategies within Collaboration in English Learning**

In this section, the researcher discussed the first research question, "What are the teachers' strategies to facilitate students' collaboration in English learning based on the at MTsN Surabaya 2?". The finding was the teachers only used two collaboration strategies, they are: Developed classroom norms of effective group work and Created assignments to engage all of students in meaning-making. The teachers used strategies in each collaboration activities such as: pre-activity, main activity and post activity. The teachers who used collaboration approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual for students as coaches or midwives of a more



emergent learning process.<sup>55</sup>The teachers grouped students for worked together, shared ideas, changed mind and knowledge, shared responsibility, and engaged all of students for understanding the material. In the other side, grouped students could make the class's situation was condusive and students who were passive would be active. This finding confirmed the previous study that teachers' strategies was needed especially in Junior High School levels. The teachers' strategy "develop classroom norms of effective group work" also line with *the theory of George*. George argue that learners have the opportunity to converse with peers<sup>56</sup> and "Create assignments that engage all students in meaning-making" strategy line with *the theory of Wida*. Widasaid that granted students freedom to use their creativity and develop their problem-solving skills was important.<sup>57</sup>

## 2. Students' response towards the teachers' strategies within collaboration in English learning

In this section, the researcher discussed the second research question "What are the students' response toward the teachers' strategies to facilitate students' collaboration in English learning based on the 21st Century Learning" which knowing appropriate the students' response toward the teachers' strategies within collaboration in English learning. There were three components of students respond which students gave some responds after teachers applied some strategies within collaboration in English

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<sup>55</sup>Istihq, Muhammad, Muhammad Sabboor Husain. "Scope of Cooperative Learning (CL).....2011

<sup>56</sup>George, Randi L. "Teacher Perception.....".2017. P.3

<sup>57</sup>Wida Research Brief. "Collaborative Learning.....". May 2014. P.1-2

learning, they are: cognitive, affective, and conative (behavior).

a. Cognitive

When the teachers applied “Develop classroom norms of effective group work and Create assignments that engage all students in meaning-making” strategy. The students pay attention, solve the problem interesting and focus especially when editing 3D cartoon in *toontastic application* together with their group, discussed to arrange dialogue for short drama, shared responsibility when discussion section. In addition, *Azwar’s theory* was in line with this response that Cognitive involves the study of mental processes that related with branch of psychology.

b. Affective

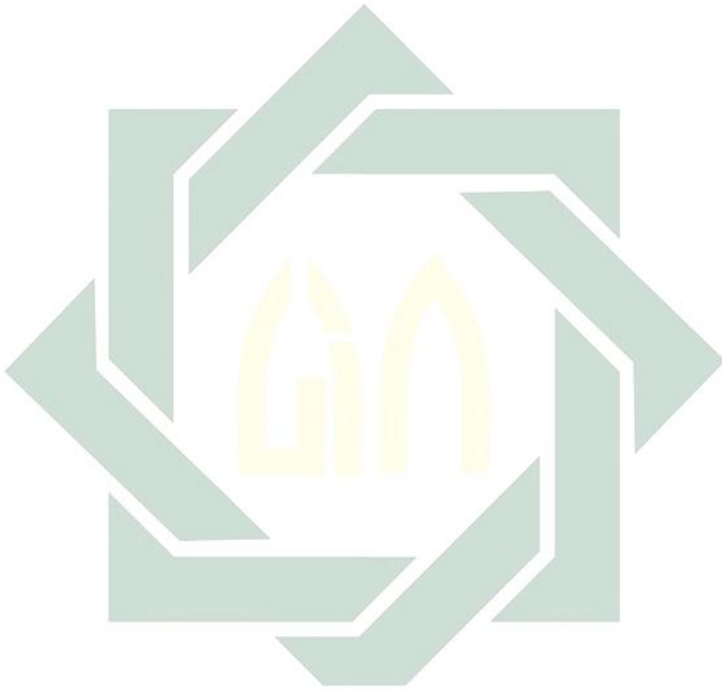
The students’ affective were students felt interesting, attractive and innovative because it was the first time they did the project and the teachers 1 and 2 applied strategies related also correlated with the materials so, they did not get bored. The was line in *Azhar’s theory* that the measuring of affective were sympathetic responses and verbal statements.

c. Conative (behavior)

The students’ conative were students felt more motivation because they could explore their knowledge, ideas, and mind. Through strategies that the teachers gave, the students’ conative response was more critical because the last time they only learned English from the book. The students’ motivation was line in *Azhar’s theory* that the measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

From the explanation above, it was very significant to know the students’ response within collaboration in English learning. It was also

important for the teachers applied some strategies in order to the students could response well.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the findings and discussion, the researcher concluded this study as follows:

1. From several kinds of teachers' strategies within collaboration in English learning, the English teachers in MTsN 2 Surabaya only used two collaboration strategies, they are: Developed classroom norms of effective group work and Created assignments to engage all of students in meaning-making. The teachers used strategies in each collaboration activities such as: pre-activity, main activity and post activity. So, it could be concluded that teachers applied strategies within collaboration in English learning was needed in the 21st Century Learning because in the 21st Century Learning there was skills namely Four Cs Skills which were the learning process was not only focus on the book also the teachers should be a role for the students. So, the strategies was very important to help and support students been active and self confidence within explore their ideas. Not only that, By using several strategies, collaboration in English learning was more condusive, effective and innovative.
2. There were three components of students' responses towards teachers' strategies within collaboration in English learning, they are: cognitive, affective and conative (behavior). Every teachers applied some

strategies above, and the students gave response for it. Cognitive response was the students worked in a group to solve problem, share responsibility, pay attention with the others, etc. Then, Affective was students felt interesting, respectful and anthusiast when collaboration process. Last, Conative was students motivated to finish their project well although it was the first time they learnt about it. From the components of students' response above, it could be concluded that students gave related with the teachers' strategies because every teachers used strategies and students respond with some response.

## **B. Suggestion**

There were some suggestions which were intended for English teacher and further researcher that had similar topic with this study, as follows:

### **1. The English teacher**

Secondary schools were very active, it makes them need various strategies. The strategies should engage all of students because different strategies will get different impact also respond for the students. So, teacher can use another strategies's collaboration in English learning except the strategies above.

### **2. Further researcher**

Further researcher can use some topic but different subject. It might be conducted on State Junior High School because the students are more than Islamic Junior High School. Beside that, it can do in another research in the same gender of teachers.

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