

Analysis of the Collaborative Learning Application in Reading Material at Ninth Grade of SMPN 7 Kinali Pasaman Barat

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Abstract

This research was designed to find out and analyze of the collaborative learning application in reading material at ninth grade of SMPN 7 Kinali Pasaman Barat. This research was done in order to answer the research question "What were the role of student and what were the role of teacher in collaborative learning at the ninth grade of SMPN 7 Kinali Pasaman Barat?". This research was a qualitative research using collaborative learning strategy. The purpose of this research was to find out and analyze the collaborative learning application in reading material at the ninth grade of SMPN 7 Kinali Pasaman Barat by analyzing the teacher's and students' role in the collaborative learning. The interview was directed to both students and teacher, which for the students contained 12 questions and for the teacher contained 7 questions. The researcher took 2 classes namely IX1 and IX2 as the observation object. Based on the finding from interview and observation of the collaborative learning in SMPN 7 Kinali Pasaman Barat, it was found that the teacher already fulfilled her role in the collaborative learning effectively, in the other hand the students still lack of the role as the cheer leader. As the conclusion, the collaborative learning in SMPN 7 Kinali Pasaman Barat was good since the students and the teacher were doing their role effectively

Keywords: *Collaborative learning, Reading material*



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INTRODUCTION

Collaboration is important in everyone's life. It helps people to achieve their goals easier. One of the collaborations during the learning process is a group study. It is a small group where the students learn collaboratively in doing tasks. According to Johnson & Johnson "Collaborative learning can be defined as a set of teaching and learning strategies promoting student collaboration in small group (two to five students) in order to optimize their own and other's learning". Thus, collaboration is very important when the lesson takes place between the teacher and the students (Hale, 2018). It could optimize the student collaboration and their own learning. One of the activities in group or collaborative learning is reading. Aebersold and Field state that reading is what happened when people look at the text and assign meaning to the written symbols in that text. (Aebersold & Field, 1997) It means that reading is activity which involves the comprehension and interpretation of ideas symbolized by written or printed language. So that, reading is one of the suitable activities in collaborative learning

Collaborative learning is strategy of a study of which able to make the student to be more active, because study that use collaboration could improve each student in group to reach the teaching and learning goals. According to Dillenbourg "Collaborative learning is study where two people or more trying to learn together which each member of the group has responsibility to do the task, so that interaction would happen between the students". (Adi W, 2004) It means collaborative learning is collaboration of students to do the assignment that are given by the teacher. This strategy is good because the students are conditioned to have responsibility to do the group assignments.

However, doing the group assignments has its own challenges. Sometime the students only rely on the smart students to do the task or the students do not do it seriously and just chatting with their friends in group. That is why the teacher should always monitors the groups to keep them to do the assignments. The teachers should not only giving the task and just let them do it, but the teacher also needs to maintain the students frequently. Based on the researcher's preliminary research on the 11th of February at 9th grade students of SMPN 7 Kinali by observation, the researcher found that students have some problems related to the collaborative learning. First, when the teacher grouping them, the class became so noisy, they were competing to find the right teammate. It was a chaos for the class. The sound of moving chairs, the students shouting to find their teammate, and the teacher trying to control them.

The second problem, after the students were sitting in the group, not all the students was listening to the teacher's instruction because the teacher voice when given the instruction to the students was not clear and it was also quick. This makes most of the students do not know what to do, because they cannot hear and understand about the instruction. This makes the students to ask again about the task, whether they ask that to the teacher or to their friends.

The third problem was the grouping method. The students were asked to form the group by themselves. Sometime, it is good for them, because they can learn in group with friends that they are close to. However, this also causes the students to be noisy during the learning. They chat with their friends and the teachers were seems exhausted to keep them quiet. In addition, the smart students make group with the other smart students and the lazy students also team up with other lazy students, this cause not all the students finish the task.

Based on the background above, the researcher conducted a research about the collaborative learning. This research will be covered under the Title **Analysis Of The Collaborative Learningapplication In Reading At Ninth Grade Of Smpn 7 Kinali Pasaman Barat.**

A. Identification of the Problem

Based on the background of the problem above, there are three problems as follows:

1. The students were noisy while the teacher grouped them
2. The teacher's voice while giving the instruction was not clear and too quick
3. The grouping method was not effective.

B. Research Question

Based on focus of the research above, the problems that would be researched is designed into the following questions: "What were the role of student and what were the role of teacher in collaborative learning at the ninth grade of SMPN 7 Kinali Pasaman Barat?"

C. Purpose of the Research

Based on the focus of the problem above, the researcher formulates research questions as follows: "To analysis what were the role of student and what were the role of teacher in collaborative learning at the ninth grade of SMPN 7 Kinali Pasaman Barat?"

D. Significance of the Research

The result of this research is expected could be beneficial for:

1. The reseacher: this research is expected could be beneficial as a guidance to do self evaluation toward analyze of the collaborative learning applicationin reading material at

the ninth grade of SMPN 7 Kinali Pasaman Barat, and also as condition to get college degree (S1)

2. The teacher: this research is recommended can be as a guidance to lift up English teacher's competence in teaching English and fix the students' and teacher in collaboration.

E. Definition of Key Term

In order to avoid misunderstanding, the researcher defines some essential terms which are used in the title of the research as follows:

1. Analysis is a type of research to study the phenomena in the field
 2. Collaborative learning is learning strategy that divides the students into several groups.
- Reading is a skill to acquire information through written materia

LITERATURE REVIEW

A. Review of Related Theories

1. Reading

a. Definition of reading

Reading is one language skill that is very important. Without reading, learners' aspect in linguistic ability might be low. In learning English, mainly for the students, which are the people that need to learn intensively by reading the books, articles, essay, etc. state that reading is what happened when people look at the text and assign meaning to the written symbols in that text. (Aerbersold and Field, 1997) It means that reading is an activity which involves the comprehension and interpretation of ideas symbolized by written or printed language.

b. The purpose of reading

Reading activity is a part of people life to communication. So, the reader always has reason for what they make reading activity. Wallace states that there are purposes of reading which can be seen of personal reason for reading as follow:

- 1) Reading for survival
Reading for survival is related of reading in response to people environment. Survival reading serves immediate needs or wishes.
- 2) Reading for Learning
One might expect reading for learning to be exclusively school related. In fact, while a good deal of reading to support learning clearly takes places in academic contexts.
- 3) Reading for pleasure
Reading for pleasure off ears variety of short text, fiction and non-fiction from printed media as books, magazines, comics, brochures, etc. Grabe states that there are six major purposes for reading:
 - 1) Reading to search for information (scanning and skimming)
When a reader wants to find some specific information, a reader should engage in search processes that usually include scanning and skimming. The combination of it can build a simple quick understanding of the text allow a reader to search for information and identifying a specific graphemes form.
 - 2) Reading for quick understanding (skimming)
A reader skims when a reader wants to determine what a text is about and whether or not a reader wants to spend more time reading it.
 - 3) Reading to learn

A reader reads to learn when the information in a text is identified as important aspect and when that information will be used for some tasks or may be needed in the future.

4) Reading to integrate information

This purpose represents a more complex and more difficult task than reading to learn.

5) Reading to evaluate, critique, and use information

Readers are at time asked evaluate and critique information from multiple texts or from one long time, requiring them make decisions about which aspects of the text are most important, most persuasive of most controversial.

6) Reading for general comprehension (in many cases, reading for interest or reading to entertain)

It is the most common purpose for reading among fluent readers, and it is default assumption for the term reading comprehension. It takes place as a reader reads a good novel, an interesting magazine, etc.

As the conclusion, there are 9 purposes of reading. They reading for survival, reading for learning, reading for survival, reading for pleasure, reading to search information, reading for a quick understanding, reading to integrate information, reading to evaluate, and reading for general comprehension.

c. The ways of reading

(Grellet, 1999) writes that there are four main ways in reading. It summarizes of follows:

1) Skimming

Skimming is quickly meaning one's eyes over a text to the gist. Another word skimming is a form of rapid reading for finding the general idea of the passage or the text.

2) Scanning

Scanning is quickly going through a text to find a particular piece of information. Aebersold also states that scanning is looking quickly through the text for a specific piece of information. It involves these steps : determining what key words to look for, look quickly through the text for those words, when you find each word; read the sentences around it to see if they provide the information being sought, if they do, do not read further; if they do not, continue scanning.

3) Extensive reading

Extensive reading is reading longer text, usually for one's own pleasure. This is a fluency activity, mainly involving global understanding. Example: The way to identify the referent of text.

4) Intensive reading

Intensive reading is reading short text to extract specific information. This is more an accuracy activity involving reading for detail. This activity is likely more to emphasize the accuracy activity involving reading for detail. It is use to gaining a deep understanding of a text, which is important for the reader.

2. Collaborative Learning

a. The Definition of Collaborative Learning

Collaborative learning is a strategy to improve the learning by grouping the students. Collaborative learning gives ways to arrange group work to improve learning process

and to increase students' academic achievement. It is related to Simplicio's statement in the Orlich and friends' book that doing in collaborative teams is able to help the pupils reach academic goal. (Donald C. Orlich, 2001)

b. The Teachers' Roles in Collaborative Learning

The teachers' roles in collaborative learning classroom are different from the teachers' roles in traditional classroom. Here, teachers speak less than students because collaborative learning emphasize on students center. Johnson et.al stated in Richards' that the teacher has to make well- structured learning condition in the classroom, creating aims, decisions, and structured assignments, dividing students into teams and roles, and choosing materials and time. (Jack and Rodgers, 2001) In additional, Harel also stated in Richards' book:

"An important role for the teacher is that of facilitator of learning. Teacher interacts, teaches, refocuses, questions, clarifies, supports, expands, celebrates, emphasizes. Facilitators are giving feedback, redirecting the group with questions, encouraging the group to solve its own problems, extending activity, encouraging thinking, managing conflict, observing students, and supplying resources."

Furthermore, Orlich and friends add the teacher's roles are teacher need to actively teach social skills, monitor the use of social skills, ask students to practice those skills within their groups, have students provide feedback on group interactions and social processes, and develop plans for engaging students in problem solving and conflict resolution. On the other hand, Kessler has divided the teacher's roles into five roles as stated below:

- 1) Inquirer: teachers are continually examining and questioning their beliefs, values, and assumptions, knowing the learner, acknowledging learner potential, expecting learners to be successful.
- 2) Creator: teacher creates the social climate in the classroom which is active, interactive, positive, caring, supportive, secure, tolerant of errors, and trusting; teacher creates learning experiences structured for positive interdependence, individual accountability, intergroup cooperation, and opportunities for the second language learner to use language purposefully and meaningfully in the context of experiencing specific cooperative skills.
- 3) Observer: teacher stands back, listens to the groups, then records observations, e.g., body language, degree of involvement, gestures, or tone of the talk; teacher may reflect on them in an attempt to interpret the observations in a non-judgmental way; teacher prepares a checklist in order to identify essential skills for cooperative interaction.
- 4) Facilitator: teacher is prepared to step aside to give the learner a more meaningful role, to intervene and to assist in the problem-solving process, to support and encourage the learners' desire to learn; teacher interacts, teaches, refocuses, questions, clarifies supports, expands, celebrates, and empathizes.
- 5) Change agent: teacher to be a communicator who can articulate reasons for teaching a certain way and explain why cooperative learning for the second language learners works; teacher can become an advocate for the second language learner, communicate initiatives and programs to students, staff,

parents, and the community at large.(Carolyn, 1992)

c. The Students' Roles in Collaborative Learning

Many experts have stated what the students' roles in collaborative learning. They elaborate the roles with their own words but the main point is same so far. According to Richards and Rodgers, "The primary role of the learner is as a member of a group who must work collaboratively on tasks with other group members. Learners are also directors of their own learning. They are taught to plan, monitor, and evaluate their own learning. Learners alternate roles involve partners in the role of tutors, checkers, recorders, and information sharers."

RESEARCH METHOD

A. Setting of the Research

In this research, the researcher will use qualitative research design. Gay pointed out qualitative research is a research is meant to understand the phenomena about what is felt by the research subject, for example: behavior, perception, motivation, action, and holistic with description way in words and language in natural context with use kinds of natural methods. (L.R Gay, 2012) The purpose of the research is to identify and to explore how a phenomena or reality in field research without doing any treatment on it.

In this case, the researcher conducts this research in order to get information about analysis of thecollaborative learningapplicationin reading material at ninth grade of SMPN 7 Kinali Pasaman Barat.

B. Informants of the Research

The informant is a person who gives the information. (Margono, 1997) The key informants of this research are teacher of ninth grade of SMPN 7 Kinali Pasaman Barat and the supporting informant is the students in ninth grade of SMP N 7 Kinali Pasaman Barat. There are two classes on the ninth grade of SMPN 7 Kinali Pasaman Barat. The total students of these two classes are 63 students. It would be show in the table below:

**Table 3.1
The Total Student of Two Classes**

No	Class	Students' totality
1	9A	31
2	9B	32
Total		63

From this table, the population from this research is 63students that are the total of the students ninth grade of SMPN 7 Kinali Pasaman Barat. From the data above it could be seen that the data of the population is more than 30 students. As Sugiyono stated that if the subjects are less than 30, it is better to take all of the subjects.(Sugiyono, 2009) Since the data is more than 30, researcher will take 55 based on sugiyono list to determine the sample number. Researcher used this technique because all class is distributed equally.

C. Instrument of the Research

1. Interview

The researcher would conduct interview to students and teacher related to the collaborative learning practices. According Rulam Ahmadi stated interviews often a role in getting information from other people. It was found that information we can conduct interviews. (Ahmadi Rulam, 2014)

2. Observation

This research use participant observation. Participant observation is those researchers collect data archer through observation and sensing where the observer or researcher is involved in the daily responder.

D. Technique of Data Collection

To collect the data, the researcher would use interview, observation. Gay proposed interview was conversation process that is purposed for constructing about people, event, activity, organization, motivation, feeling, which is done by two party, that is interviewer as the one that asking questions to the interview.(L R Gay, 2012) In collecting the data, the researcher will use interview and observation.

1. interviews

In this interview, the data collector has prepared a research instrument in the form of written questions with an alternative answer prepared, the respondent has been given the same question then the data collector records it, the tools used are usually tape recorders, pictures, brochures and other materials that can help implement become smooth.

2. Observation

In this research asked the teacher to conduct a research in teacher's class. The research explained to the students that researcher currently is doing a research about the process of teaching and learning in their class. After that the research recorded the group discussion in class.

So, in this research, the researcher will use interviews and observation. It means the researcher prepares the question interview before doing the interview to the informant of the research, and the research recorded the group discussion in class.

E. Technique of Data Analysis

The data will be analyzed by using some steps, as according to (Sugiyono, 2012) it would be explained as follow:

- a. Data Collection: the researcher collects the data through interviews, and documentation to identify the collaborative learning practices.
- b. Data Reduction: the researcher resumes the data and focus on the research aspects and unnecessary aspects are reduced by researcher.
- c. Display the Data: The researchers make the result of the research that consists of the collaborative learning practices.
- d. Conclusion: the researcher concludes the finding based on the collaborative learning practices.

FINDINGS AND DISCUSSION

Findings

In this section, the researcher would like to explain about the data that has been gathered during the research which was collected through observation and interview in order to answer the following research question "What were the role of student and what were the role of teacher in collaborative learning at the ninth grade of SMPN 7 Kinali Pasaman Barat?"

Description of the Data

There are two instruments that were used in this research. The first one is interview and the second one is observation. Interview was conducted for both teacher and students. The students were asked several question related to their role in the collaborative learning in the classroom. Finding out the students' role in the classroom can help the researcher to find out how the collaborative learning applied in the classroom from the students' perspective. Meanwhile, the teacher was also asked several question related to her role in the collaborative learning in the classroom. It was used to find out the how collaborative learning applied from the teacher's view. The students were asked questions that their answers would help the researcher to identify their roles in the collaborative learning, as well as the teacher. The indicator of interview questions for both teacher and students can be seen on the table 4.1 below:

Table 4.1
Interview Questions

No	Students' Role	Indicator	Interview Question	Teacher's role	Indikator	Interview Question
1	Group leader	<ol style="list-style-type: none"> The leader set the goal of the group The leader divides the task of the member 	<p>Do you like group work?</p> <p>Has a group leader been formed?</p> <p>How did your group leader assign task?</p>	Inquirer	<ol style="list-style-type: none"> Teacher asks question to the students to acknowledged their potential The teacher states the learning goal, and imply that the students need be achieve those 	<p>Do you like to give group assignments!Where ? What is the task?</p> <p>How is the process of group division?</p>
2	Monitor	<ol style="list-style-type: none"> The students always check the time and remind the member to not left behind The students need to ensure that every member get an equal opportunity to participate 	How did your group remind you of the remaining time?	Creator	<ol style="list-style-type: none"> The teacher creates the social climate in the classroom so the students could understand the learning material collaboratively 	<p>Is the presentation when the group assignments are finished?</p> <p>Is the teacher in class a group discussion?</p>

3	Resource manager	<ol style="list-style-type: none"> 1. The students gather and organizes materials 2. The students learn together with their group member to understand the material 	<p>How did your group leader assign task?</p> <p>Do you give every group member an opportunity to participate?</p>	Observer	<ol style="list-style-type: none"> 1. The teacher stands back, listens to the groups present the material 2. the teachers speak less than the students 	
4	Recorder/ Reporter/ Secretary	<ol style="list-style-type: none"> 1. keeps a written or taped record of group activities so they can re-check or re-learn it later 2. The students records team answers and supporting material; can also be the team spokesperson in reporting to the whole class 	<p>Did anyone record the group discussion results?</p>	Facilitator	<ol style="list-style-type: none"> 1. The teacher motivates the students to elaborate and analyzing every opinion and answers 2. The teacher guides the group to stay in the correct way (not discussing unrelated topic) so the students would stay organized 3. The teacher clarifies the point of discussion in the end of the lesson so the students will be able to summarize the presentation 4. The teacher questions the students to check their understanding about what they just discuss 	<p>Do you ask the students again at the end of group study to check students understanding?</p> <p>How do teacher direct students opinions and answers in group study so that they do not deviate too much from the learning objective?</p>

5	Gatekeeper	1. the students makes sure each person participates and that no one individual dominates the group process	Do you give every group member an opportunity to participate?	Change agent	1. The teachers explain why collaborative learning is advantageous for the students and encourage the students to give their critique and evaluation about collaborative learning	How did you conclude the results of the group work?
6	Cheer leader	1. the students makes sure that the contribution of each member and the team as a whole are appreciated 2. Students avoid to laugh to their friends questions	How do you respond to questions or answers from your friends in the group?			
7	Task master	1. The students keep the group on task and attempts to make sure each member contributes and guides discussion/work	How did you share or present the results of the discussion?			
8	Checker	1. The students checks that everyone agrees before a group decision is made	Do you laugh at your friends questions or answer in group? How did the group leader forbid not to make a fuss?			

9	Quiet captain	1. The leader makes sure the group does not disturb other groups	When studying groups where to find book sources? After group work what assignments are collected to the teacher?			
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Based on the table above, the interview were contained several questions about the students and teacher's role in collaborative learning. For the students, there are 12 questions. First, whether they like to involve collaborative learning or not. Second, whether they have a leader in each group in collaborative learning. Third, how the leader divides the task for the group member. Forth, whether they give any opportunities for every member to participate in collaborative learning. Fifth, who and how and the secretary doing the job. Seventh, how the leader reminds the groups member about the time left. Eighth, How they perform/present their discussion finding. Ninth, How they respond to the question or feedback from the other groups. Tenth, how and where they gather the source. Eleventh, whether they joke about any response that they find funny or unrelated. The last, whether the finding of the group discussion would be submitted or not.

Meanwhile for the teacher, there are 7 questions that were asked to the teacher related to her role. The first question was what kind of material that was taught in the collaborative learning. The second question was about the process of dividing the students in groups. The third question was about the presentation of the students. The fourth question was about her activities while the students was doing their task in group. The fifth question was about how she guides the question or response from the students. The sixth question was about how she concludes or closes the collaborative learning. The seventh question was about how to make sure whether the students understand or not about the material they just learned.

Furthermore, the researcher also conducted the observation related to the teacher and students' role in collaborative learning. There are 11 roles that would be observed whether the students had it or not. They are Group Leader, Monitor, Resource Manager, Recorder, Reporter, Gate Keeper, Cheerleader, Task Master, Secretary, Checker, and Quiet Captain. For the teacher, there are 5 roles that would be observed whether she had it or not. They are Inquirer, Creator, Observer, Facilitator, and Change Agent. The researcher use observation checklist to check whether the students or the teacher was doing their roles or not in the collaborative learning.

The observation that was conducted was participant observation where the researcher involved in the classroom as the participant. The researcher used mobile phone to record all the activities during the collaborative classroom. The result of observation can be viewed on the table 4.2 below:

Table 4.2
Observation Result

Sub-Variable	Indicator	Descriptor	Note	
			Yes	No
The Teachers' Roles in Collaborative Learning	Inquirer	1. Teacher asks question to the students to acknowledged their potential (C1) 2. The teacher states the learning goal, and imply that the students need be achieve those (C1)	It was observed that the teacher asked the students some question related to the material before starting the collaborative learning. Furthermore, the teacher also stated the learning goal and what they should achieve	
	Creator	3. The teacher creates the social climate in the classroom so the students could understand the learning material collaboratively (C2)	It was observed that the teacher created the social climate by grouping the students based on the seat. This was done in order to avoid the students pick their own teammate since it can be noisy	
	Observer:	4. The teacher stands back, listens to the groups present the material (C2) 5. the teachers speak less than the students (C3)	It was observed that the teacher during the collaborative learning only give the explanation if the students asked her. She only observed the students activities and let the students do their role actively	
	Facilitator	6. The teacher motivate thestudents to elaborate and analyzing every opinion and answers (C4) 7. The teacher guide the group to stay in the correct way (not discussing unrelated topic) so the students would stay organized (C4) 8. The teacher clarifies the point of discussion in the end of the lesson so the students will be able to summarize the presentation (C6) 9. The teacher question the students to check their understanding about what they just discuss(C2)	It was observed that the teacher used the handbook to keep the students on track. Furthermore, the process of concluding the learning was done together with the students. Finally, in order to make sure her students understand the material, she asked them back about what they just learn	

Analysis of the Collaborative Learning Application in Reading Material at Ninth Grade of SMPN 7 Kinali Pasaman Barat

Sukini, Hilma Pami Putri

	Change agent	10. The teachers explain why collaborative learning is advantageous for the students and encourage the students to give their critique and evaluation about collaborative learning (C6)	It was observed that the teacher explained the advantageous of collaborative learning at the end of the learning process. However she did not ask about the students' critique or opinion about the collaborative learning that just done	
The Students' Roles in Collaborative Learning	Group leader	11. The leader set the goal of the group (C6) 12. The leader divide the task of the member (C6)	It was observed that the leader of group divided the task to the members. However, since the goal already stated by the teacher, the leader did not set the goal anymore	
	Monitor	13. The students always check the time and remind the member to not left behind (C4) 14. The students need to ensure that every member get an equal opportunity to participate (C4)	It was observed that the students divide the opportunity to participate equally. The students helped their member who did not participate yet (e.g they helped providing answer for the next question and let the other member answer it)	
	Resource manager	15. The students gather and organizes materials (C4) 16. The students learn together with their group member to understand the material (C2)	It was observed that the main source the students used were the English handbook. However, there were some students who used mobile phone and used google to help them to gather the material and answer for the question they cannot find in the textbook	
	Recorder	17. Keeps a written or taped record of group activities so they can re-check or re-learn it later (C5)	There was one secretary in each group. The secretary wrote down the group activates, the question and the response, and the conclusion of the learning	
	Reporter	18. Students sharesgroupfindings and plans in whole-class is cushions (C5) 19. Students also hear and evaluate other group findings (C5)	It was observed that every group present their finding in front of the class. They receive feedback and question from the other group related to their finding	
	Gatekeeper	20. The students make sure each person	It was observed that the students at least answer	

Analysis of the Collaborative Learning Application in Reading Material at Ninth Grade of SMPN 7 Kinali Pasaman Barat

Sukini, Hilma Pami Putri

		<p>participates and that no one individual dominates the group process (C4)</p> <p>21. The students avoid to answer and ask by him or herself (C4)</p>	<p>and ask on question each. If their friend cannot answer the question, the other member will help to provide the answer.</p>	
	Cheerleader	<p>22. The students makes sure that the contribution of each member and the team as a whole are appreciated (C5)</p> <p>23. Students avoid to laugh to their friends questions (C5)</p>	<p>It was observed that the students laughed and make joke about the question or response that they found funny</p>	√
	Taskmaster	<p>24. The students keeps the group on task and attempts to make sure each member contributes and guides discussion/work (C3)</p>	<p>It was observed that the students scold their friends who passive or did not do their job. If they cannot handle their friends, they would tell it to the teacher.</p>	
	Secretary	<p>25. The students records team answers and supporting material; can also be the team spokesperson in reporting to the whole class (C5)</p> <p>26. The students need to evaluate which one is important question which one is not, and make sure to only write the question and answer that are constructive (C5)</p>	<p>It was observed that the secretary also has role as moderator during the group presentation. The secretary wrote down all the question and response that were given by the other groups</p>	
	Checker	<p>27. The students checks that everyone agrees before a group decision is made (C5)</p> <p>28. The students checks that everyone understands the assignment and what is needed to finish (C5)</p>	<p>It was observed that the students did the group assignment together, from this it was clear that they were agree about the finding of the group before present it in front of the classroom</p>	
	Quiet captain	<p>29. The leader makes sure the group does not disturb other groups (C3)</p> <p>30. The leader avoids to become the bad example for his members (C3)</p>	<p>It was observed that not all the leader was the quite captain. There were some leaders who were noisy which made the other member become noisy too and they only quiet when the teachers tell them to</p>	

From the table above, it can be seen that there are 11 roles that would be observed whether the students had it or not. They are Group Leader, Monitor, Resource Manager, Recorder, Reporter, Gate Keeper, Cheer leader, Task Master, Secretary, Checker, and Quiet Captain.

Next, for the teacher, there are 5 roles that would be observed whether she had it or not. They are Inquirer, Creator, Observer, Facilitator, and Change Agent. The researcher use observation checklist to check whether the students or the teacher was doing their roles or not in the collaborative learning.

Analysis of the Data

Finding from Interview

There are 11 informants who contributed to this research. Ten of them are the students and one of them is the teacher. The 10 students were taken from each group and there were 5 groups from both classes. The English teacher who teacher both classes was the same person. This make the total of informant was 11 people which was 10 students and 1 English teacher. First of all, the researcher would describe the interview with the students, then followed by interview of the teacher.

Interview with the students

Collaborative learning is very helpful for students in group work. First, whether they like to involve collaborative learning or not. From the interview, it was found that all the students like to be involved in the collaborative learning. The reasons are varies, IR said that he likes the collaborative learning since they can help each other. AA said that he like collaborative learning because the task becomes easier if they work on it together. NS said that she likes it because it is fun. RA said that he sometimes likes it and sometimes he doesn't like it. He does not like it if he cannot answer the question that other group gave him. MA said that she like it when she was in team with the friend who was fun. Lastly, NA and DI said that she likes collaborative learning because it can improve their knowledge and it made the task easier.

The second question was whether they have a leader in each group in collaborative learning. From the interview it was found that all the students said that there is a leader in each group. IR added that the leader control his members, handle the process of the group task. AI said that the leader has the most important role. While SP said the leader that was chosen is someone that can be trusted. AK said the group leader is someone who understands the most about English. Meanwhile AA said the leader was chosen by the other member. NS said that the leader is someone who could handle the discussion.

The third question was how the leader divides the task for the group member. It was found from the interview that the students' answers were varies. IR said that the process of dividing the task was discussed together. AI and AK said that the leader divided the task equally. SP, AA, and SS said the task was divided by the leader and when there was student who did not understand what his task, he will ask the leader again. RA added that after the leader divided the task, each member will do their own task and if they cannot find the answer, they will discuss it together. MA added that the leader also divided the task for the performance such as secretary, moderator, and narrator. While NA said that the leader divided the task according what they are capable for, for example there was a member who just write down everything, the member who just gathering the source, the member who just being the narrator.

The fourth question was about whether they give any opportunities for every member to participate in collaborative learning. It was found from the interview that every member got their chances to participate. IR, MA, and AI said that they give the chances to participate equally such as the chances to ask or answer question, so that every member of the group will get the good grade. Meanwhile SP said that there is member who always passive and do not want to participate, this make the chances to participate will be given the students who are active. AK, NS, NA and AA said that they take turn to participate such answer or giving the question. Meanwhile RA said the chances to participate were handled by the group leader. DI added that the chances to participate were given equally but whether they want to take the chances or not is up to them.

The fifth question was who and how and the secretary doing the job. It was found from the interview that the all the students said that the secretary does all the writing. IR added that the writing not only done by the secretary, but all the member also need to write down the process of collaborative learning. AK and NA added that the students who are chosen to be secretary usually the one who has a good handwriting.

The sixth question was how the leader reminds the group member about the time left. It was found from the interview that the answer for this question were varies. IR, AI, and RA said the leader reminded them about the time left and asked the member to be quick to finish the task. SP said that when the group leader reminded us about the time left was short, we still do the task until the time running out. NS and DI said that the remaining time was announced by the group leader and sometime the teacher. MA added that not every leader reminded the member about the remaining time, sometime there was ignorance leader who does not care about the remaining time. NA added that if the group leader forgets to remind us about the remaining time, the teacher will do it.

Interview with the teacher

The teachers to find out opinions about collaborative learning, they will conduct interviews. The first question that was asked is about the the frequency of the collaborative learning that is done in the classroom. The teacher said that the collaborative learning is done frequently. This means that the teachers thinks that collaborative learning is advantageous for her students. Furthermore, she also said that she like doing the collaborative learning with the students. This conversation was recorded using recorder application.

The next question is about the grouping system. The teachers said that the grouping system is random. It only depends on where the students sit, and since the students sit is always change everyday, this make the grouping system is random. The teacher also add that it was done to avoid the students to pick their own member, because if they pick their own member, which is usually their close friends, the class will become noisy.

The next question is about her role during the collaborative learning. The teacher said that they she always observe the students' activities during collaborative learning and only talk when needed, she also said that the teacher speak more than the students. This make she as the "observer" in the collaborative learning. The teacher also guide the students so the students will stay in the purpose of the learning, make the conclusion together with the students at the end of the learning, and the teacher also ask the students again in order to check the students' understanding. This means that the teacher role as facilitator is applied.

Finding Form Observation

The observation that was conducted was to find out the students' role in collaborative learning. The guide the the researcher used was according to Kessler Theories which elaborated

that there are 11 roles of students in collaborative learning. Based on the observation that was conducted on 5th and 10th February it was found the students' role as the group leader is not fully applied. There are two indicators in students role as group leader which are setting the goal of the group and the dividing the task for each member. However based on the observation, the group leader did not set the goal of the group, since the teacher already told them what to do.

The second is students' role as monitor, there are two indicators in the students' role as monitor which are checking and reminding the other students about the time left and ensuring every students got the equal opportunity to participate. Based on the observation, it was found that both of the indicator are applied by the students. There are at least one students in the group who reminded the other member about the time, and there was students who were ensuring that every member need to participate.

DISCUSSION

Based on the finding above, it was concluded that most of the role of both teacher and students in collaborative learning are applied well, since from all the questions and the checklist all the roles were done by the teacher and students in collaborative learning but one. First, the students have role as the group leader to divide the task of the member in group. As the monitor to check the time in order for the group not to left behind and to make sure that every students get an equal opportunity to participate. As theresource manager where they gather and manage the material together, whether it is from book or internet. Recorder and secretary where one of the students write down every activity and process of the group during the collaborative learning. Reporter where the students share their group findings to the whole class and evaluate and give response to other group findings. As the gate keeper where the students make sure no one is dominating the discussion and no one is less contributed in the discssion. However, it was found that the students are not a good cheer leader during the discussion since the laugh when they find the question or responnse of their friends are funny. A task master where the students make sure that every member contributed in the group.

It can be concluded that teacher has some role in collaborative learning. First she has role as inquirer where the teachers ask question to the students before grouping the students to engage them with the learning. As the creator, where the teacher creates social climates during collaborative learning. As the observer, where the teachers only stands back and watch her students doing the learning by themselves. As the facilitator, where the teacher motivate, guide and clarifies the learning. Lastly is the teacher's role as the change agent where she explain that collaborative learning is important for them, since learning to asking question, and responding to opinion will be usefull for the students.

According to Kessler, in order the collaborative learning could be done effectively, the students and the teacher need to fulfil their role in the collaborative learning. He stated that the students need to be a group leader, monitor, resource manager, recorder, reporter, gatekeeper, cheerleader, task master, secretary, checker, and quite captain, in other hand the teacher need to be the inquirer, creator, observer, facilitator, and change agent. (Carolyn, 1992) Based on the finding from interview and observation, the teacher already fulfilled her role in the collaborative learning effectively, in the other hand the students still lack of the role as the cheerleader. They still laughed at their friends mistake. Besides that, the other role that the students need to be is already done effectively. As the conclusion, the collaborative learning in SMPN 7 Kinali Pasaman Barat is good since the students and the teacher were doing their role effectively.

CONCLUSION

Based on the result of the research, it was concluded that the collaborative learning application in reading material at nine grade students of SMPN 7 Kinali Pasaman Barat. This conclusion was taken by observed and interviewed both teacher and the students in the classroom and compared it with the theory. It was found that the teacher role in the collaborative learning and the students only lack of one role in the collaborative learning.

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Journal of English as A Foreign Language Teaching and Research (JEFLTR)
Vol. 1 (1), 71-88
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Zoltan Dornyei. (2001). *Motivational Strategies in The Language Classroom*, Cambridge: Cambridge University Press