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CHAPTER I

INTRODUCTION

In this chapter, the researcher introduces highlight points of the research as; background of the study, research questions, objective of the research, significance of the research, scope and limitation, and definition of the key terms.

1.1 Background of The Study

Education is the main factor in the formation of the human personality in order to respond to global changes that will affect the order of social life. Educational activities are not only a learning process with books, but also a social process that occurs when each person relates to others and builds mutual understanding and knowledge. The teacher creates conditions and situations that allow students to find the meaning of learning materials through a learning process. Teachers also have a great influence and impact in helping to impart knowledge and shape the characteristics of their students. However, the implementation of learning that is always teacher-centered, where students are accustomed to receiving knowledge instantly, makes them less active in exploring knowledge from various learning sources. Therefore, a learning strategy is needed that can be adjusted to the learning materials and basic abilities of students. A good learning strategy will foster students to think independently and foster creativity, and at the same time be adaptive to various situations. The use of learning models must be adapted to the characteristics of students, materials, conditions, and educational goals to be achieved. The learning process in higher education requires high-level cognitive abilities such as critical thinking and problem solving (Debora, 2018). General and factual knowledge or simple application of a principle will not be sufficient for the development of students in critical thinking. Students are expected to be able to express the results of their thoughts in solving a problem. Therefore, a collaborative learning strategy is needed for the students to have those abilities. In collaborative learning, students are required to have the ability to describe their thoughts and communicate with their group friends in order to discuss and solve

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Pada bagian 1.4 Significance of the research Prisca menuliskan ttg pre-service teacher. Apa kira2 hub antara background of the study dgn ini? Krn kalau dilihat dari background of the study, seharusnya yg mendapat manfaat adl dosen. Silakan diperjelas lagi unt 2 bagian ini (background & significance)

problems. According to Smith, B. L. & MacGregor (1992), there are many activities in collaborative learning, but most collaborative learning strategies are centered on the exploration or implementation of learning carried out by students, not just presentations from the teacher. This does not mean that the teacher gives up his responsibility as a teacher completely. The teacher's role in the collaborative learning model is as a mediator. The teacher relates new information to student experiences with learning in other fields, helps students determine what to do if students experience difficulties and helps them. More than that, the teacher as a mediator adjusts the level of student information and encourages students to maximize their ability to take responsibility for the next teaching and learning process.

In modern days, learning from ICT-based is an important and usual thing to do in educational research, because students have been introduced to the digital world to learn something new (Sara, 2016 p.28). Students can be motivated by many factors, but the great way to encourage students to learn the English language is by making them to put their interest in media that approachable whenever they are and related to the students' life. [Using ICT has a potential to help students with their learning and makes students interested with the media, because ICT often used in their daily life. ICT has the advantage of meeting the needs of each student by providing opportunities to direct their learning and pursue information (Ammanni, 2016). The use of ICT as a learning medium also makes students become human beings who understand technological advances today.] The 21st century generation must be able to communicate well, using a variety of communication methods and strategies. They must also be able to collaborate and work with individuals as well as communities and networks. This communication and collaboration network utilizes various ICT-based methods, methods and strategies. The importance of using ICT in collaborative learning can provide new possibilities for social interventions, creating collaborative learning environments that allow students to carry out group activities that are integrated into the real world and planned with real goals (Ana, Verónica, & Camino, 2013). Ching Sing Chai, Seng Chee Tan

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(2010) states there are many advantages to using ICT in collaborative learning, such as computer-supported collaborative work in which students work on common documents, as an interpersonal communication tool to support collaborative learning strategies used in face-to-face learning and focuses on supporting negotiations among a group of students. In English Education program using ICT in collaborative learning can promote students' concentration and active learning.

This research is focused on collaborative learning activities held on ICT courses in the English language education department, Universitas Brawijaya. In ICT class, students are asked to group in making learning media with ICT like using animation video or powerpoint and presented as a final project. In addition, ICT courses consist of creating programs and making videos as a learning media that can be used online. During learning activities, sometimes students feel not motivated to do assignments individually (Destriana, 2018). However, when students use collaborative learning, there is increased clarity and focus on the given task, effective and efficient team learning, and better time management (Sedhu, Choy, Lee, 2015). And ICT has an important role in the teaching and learning Process (Akhtar, 2017). Based on the above phenomena, the researchers are interested in studying students' perceptions toward the role of ICT in collaborative learning in the English Education Department of Brawijaya University.

1.2 Research Questions

Based on the background above, researcher then is necessary to know the problem of:

1. What are the students' perceptions towards the role of ICT in collaborative learning?

1.3 Objective of The Research

The research objective is to find out how is the students' perception on using ICT in collaborative learning at English Language Education students of Brawijaya University.

1.4 Significance of The Research

From this research, the researcher expected to be useful for:

1. Lecturer

This research is expected to provide knowledge of students' perceptions in the learning process. It is very helpful for the lecturers to find solution and can use innovative and interesting teaching to improve the quality of education for the next learning process. With this research, the lecturers can be motivated to develop many ideas in the teaching process.

2. Future researcher

This research is expected to be able to help future researchers as a source or reference for other similar research that related to this research.

1.5 Scope and Limitation

This study investigates the perception of students' from English Language Education Program batch 2017. Therefore, the scope of this study will be limited to the students' of Brawijaya University.

1.6 Definition of The Key Terms

1. Students' Perception

Students' perception is students' awareness related to students' way of understanding or opinion towards the information obtained from an object. Through observation and analysis, students can interpret the observed object.

2. Collaborative Learning

Collaborative learning is an educational approach to teaching and learning that involves groups of students working together to solve a problem, complete a task, or create a product. Unlike individual learning,

people engaged in collaborative learning capitalize on one another's resources and skills.

3. ICT

A general term covering any communication device or application, which includes: radio, television, cell phone, computer and network hardware and software, satellite systems, and the various services and applications associated with it. In this thesis, ICT refers to computers and internet connections that are used to handle and communicate information for learning purposes.

CHAPTER II

LITERATURE REVIEW

This chapter presents several studies that related to this research. The first part of this chapter talks about collaborative learning. Second, researcher talks about theories of perception, students' perception and the definition of Information and Communication Technologies (ICT). In the last part of the chapter discusses review of related study and research gap.

2.1 Collaborative Learning

Collaboration can be seen as social interactions that combine actions to achieve goals and distributed intelligence or group cognition (Lauri, 2003). Collaborative learning is a learning model in which the attainment of knowledge can be created in a population where members actively interact by sharing experiences and taking different roles and having the same goals. Collaborative learning process is a learning process that involves students to complete tasks or find solutions in solving problems or creating products (Rao, 2019.) Students can also learn many new things from their group members and share knowledge with each other. In group work, students are expected to know principles of leadership and division of labor in groups so that they can work effectively. According to Hasbullah (2017) students will produce results that are useful to everyone in the group when they are involved in good discussion. Students who participate in doing assignments in groups have increased motivation to solve a problem because they want to achieve the same goals as their group colleagues. this makes students able to complete tasks faster in the group.

2.1.1 The Implementation of Collaborative Learning in ELT Class

Andrea (2013) state collaborative learning can take many forms depending on the environment the teacher has created. In language classes, usually teachers apply several strategies, approaches, and techniques while students study them with proper attention to make their learning useful (Parupalli, 2019). According to Shyam Sharma (2011), there are many benefits of implementing collaborative learning in the ELT classroom, including a teacher communicating with twenty or forty students who are divided into ten or fifteen groups of intelligent people who are trying to understand something, develop plans or solutions, and make the most interesting decisions from the results of group discussions. Effective collaborative learning requires the establishment of goals for the group and forms of individual responsibility. This makes clear or definite goals and also keeps the group on task. Before giving assignments, the teacher should ensure clear goals and targets to save

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learning time that will be used in class. When forming student in groups, the teacher must think about the number and good group members so that students' abilities in completing group assignments are equal. The formation of the group should not be too small because it creates a lack of interaction opportunities. The formation of groups should also not have many members which can cause members not to participate in completing the tasks given. The formation of good and ideal group members should only be enough 4-5 people. By learning with simple small group in finishing assignments, it allows students to learn different opinions, cultures, and solve challenges with other friends. Collaborative learning also teaches students to have a leadership character, work together and share tasks when solving a problem to achieve the same goal.

2.2 Perception

According to Susan (2011), perception involves the way one sees the world. People have different perceptions towards something in this world. It could be learning, achievement or the phenomenon. With different cultures, people naturally have very different perceptions. This difference can be seen when they discuss something. Not all of them have the same opinion. According to Robbin (2003), perception can be defined as the process of understanding something as a result of a reaction to a stimulus in a person after using his senses to react to it and the result is the interpretation or identification of the object being perceived. Perception relates external intent to the previous object based on the experience of each individual which produces a unique meaning from the object being perceived. The belief that learning will be successful can be gathered from past experiences, education, cultural background, as well as a person's personality. However, such linkages cannot be easily established because of their dynamic and situational nature.

2.2.1 Students' perception

In the learning process, students' perception is one of the important parts to have a successful learning (Octavany, 2018). According to Susanti

(2015) students' perceptions include how students understand in dealing with several experiences, especially the past experience about their learning process. With students' perceptions, it can help teachers to know and arrange activities that are effective and suitable to be implemented in the classroom.

2.3 ICT

According to Jermaine (2009), 'ICT' is an abbreviation of the combination of both terms Information and Communication, were put together in order to emphasize the merging of both technologies. Information and Communication Technology (ICT) includes computers, the Internet, and electronic delivery systems such as radios, televisions, and projectors among others (Jo Shan Fu, 2013). There is also the importance of acknowledging that ICT, in an ever-expanding multi-media facility, has been viewed as inseparable. ICT has become a part of human life and has been widely recognized as a facilitative and mediator for learning that helps to improve the quality of learning. Changing learning methods with technology has brought about a new trend of language teaching in education (Wiyaka, 2018).

2.4 Previous study

There are several researchers who have studied collaborative learning and ICT. This section will describe previous research. Two previous research were used by researcher. The first related study was conducted by Ameen Alahdal and Ahmed Mohammed Hassan Al-Ahdal with the title "*Effectiveness of Collaborative Learning as a Strategy in the Teaching of EFL*". The aim of this study is to examine the effectiveness collaborative learning as teaching strategy. The participant of this study were 40 teachers and learners at Qassim University. The researcher used both survey and interview method to obtain the data. This study is based on an exploratory research design that used to test experiences, social constructions, and perceptions. The researcher conducted a semi-structured interviews to explore teachers' perception and further quantitative method to understand the effectiveness of collaboration learning from the point of view of students. The result of this study

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is teachers and students acknowledged that collaborative learning had a positive effect at Qassim University. This study found that both students and teachers considered it the best approach for the learning of foreign language.

The second study was conducted by Ana García-Valcárcel, Verónica Basilotta & Camino López (2013) with the title “*ICT in Collaborative Learning in the Classroom of Elementary and Secondary Education*”. The purpose of this study is to find out the conception that held by teachers who work in schools equipped with (ICT) about the advantages and disadvantages of collaborative learning methods based on their experiences during teaching and this study seeks to find out the extent to which teachers are able to use ICT to support collaborative work projects for students and for their own professional development. The researcher used qualitative methods and used interviews to collect data about exploring teachers' conceptions of the potential value of collaborative learning processes, experiences of collaborative work activities in the classroom, and the role that ICTs play in these activities. There are 2 cycles in this study, the first cycle is a study of groups of teachers at the primary level and the second cycle is a study of teachers at the secondary education level. The participants in this study were a group of teachers who teach in schools that have a well-developed technology infrastructure in the provinces of Castilla and León. The researcher focuses on the perceived advantages and disadvantages of teachers in student-oriented collaborative learning strategies and teacher professional development, as these are the considerations that determine most of the practice that teachers undertake. The result of this study is the teachers who work in school that equipped with ICT think that ICT have a great potential for enhancing collaboration activities and teachers also aware about the limitations of this type of educational practices.

The researcher found the gaps between this research and two previous study before. The differences between these researches and my research are on the subjects of the study, variable, participants, and methodology used. The researcher

will use a descriptive survey design, while the previous study using exploratory research design. The aim of first previous study is to examine the effectiveness collaborative learning as teaching strategy and using interview, questionnaire, observation as instrument. The second previous study used class action research (CAR) and interview as the instrument to obtain the data. The aim of this research is to find out the conception that held by teachers who work in schools equipped with (ICT) about the advantages and disadvantages of collaborative learning methods based on their experiences during teaching and this study seeks to find out the extent to which teachers are able to use ICT to support collaborative work projects.

In this present study, the researcher will use a descriptive survey design with quantitative method and using an online questionnaire as the instruments. This research aims to identify students' perception on the role ICT in collaborative learning. The participants are students' in English Language Education program at Brawijaya University batch 2017. The researcher focuses on students' perspectives on ICT as a learning tool that can help them to finishing their assignment in collaboration learning. This research will use quantitative method. The previous researches are relevant with this study because those researches also examining about collaborative learning and ICT. The previous study can be used as references.

CHAPTER III

RESEARCH METHOD

This chapter consists of research design, data and source data, research procedures, research instrument, data collection, data analysis. In this chapter, the way to obtain the result and how to apply the technique are explained.

3.1 Research Design

Research design refers to the structure or plan that becomes the whole research study. This research used descriptive quantitative. Quantitative research methods refer to the process of quantifying and analyzing variables to obtain results (Oberiri, 2017). The researcher will use a descriptive survey design with a

researcher-made questionnaire as the instrument. Marilyn (1981) states the use of descriptive surveys can obtain the range and distribution of some social characteristics, such as education or training, occupation, and location, and to discover how these characteristics may relate to certain patterns of behaviour. By using this instrument, the researcher can measure the respondents' overall knowledge, along with their overall satisfactory or unsatisfactory about their collaboration learning with ICT in the class.

3.2 Research Procedure

In this subchapter the researcher will explain procedure in collecting and analyze the data.

- The researcher will conduct this research by choosing participants who involved in this research. The participants are students' batch 2017 at Faculty of Cultural studies Brawijaya University who had already taken ICT in ELT class.
- The researcher makes the questionnaire in order to collect more information about students' perception of role ICT on the collaboration learning in the classroom, activities that students prefer the most, and kind of activities do students perceive as beneficial for the improvement for their learning.
- Before gaining the data through questionnaires, researchers will check the validity and reliability of the questionnaire. The questionnaire is validated by the lecturer in order to be valid
- Researcher will distribute the questionnaires to the participants and conduct the research online, it begins from the research provide a questionnaire with the google form. Then, the participants can fill out the questionnaire easily. After that, the participants filled out a questionnaire with their own answers based on their true feelings when they worked on the assignment given the role of ICT in the collaborative learning system.

- In the final step, the researcher gathered all the data and analyzed the data from the questionnaires in order to get the results and the conclusion.

3.3 Data and Source of Data

The data of students' perception towards role ICT in collaborative learning is using an online questionnaire to gather the data. And in this research, source of data are students from English Language Education batch 2017 in Faculty of Cultural, Brawijaya University who had already taken Instructional Media Development class. In this class, teacher forming students in groups and they should create learning media as a final project. Students discuss and find solutions to create interesting learning media and they use ICT such as the internet which can help them to find references to complete their assignments.

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3.4 Research Instrument

Research instrument is a tool used to measure observed natural or social phenomena. The questionnaire is using likert scale items, ranging from 1 is strongly disagree, 2 is disagree, 3 is Neutral, 4 is agree, 5 is strongly agree. Likert instruments have been used to measure how certain teaching methods can impact adult learners in college science courses (James & Lee, 2015).

3.5 Data Collection

3.5.1 Questionnaires

According to Paul (2008) questionnaires is a set of standardized questions that follow a fixed pattern of collecting individual data on one or more specific topics. This instrument is useful for knowing students' responses in quantitative data. A questionnaire allows quantitative data to be collected in a standardized manner so that data are stored consistently and coherently for analysis (Roopa & Rani, 2012). The type of questionnaire that will be used in this study is a closed questionnaire. Closed questionnaire is a rating scale questionnaire which the research uses Likert scale to obtain information from participants and to measure

the extent to which subjects agreed with each item. There are 25 statements in the questionnaire that researchers will use to determine students' perceptions of the role of ICT in collaborative learning.

3.6 Data Analysis

The research methodology has been described in detail in the previous section. The participants, procedures, and research instruments are described in detail, and several tables are related to participants. This questionnaire is presented by choosing the number (1, 2, 3, 4 or 5). The variables will be measured in a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Calculating the frequency of respondent's answers by frequency. Divided by the number of respondents and multiplied by 100 percent, the formula as follow: $P = f/N \times 100\%$. Known as p = percentage, F = frequency (the number of correct), N = the number of samples (Sudijono, 2004). The researcher makes a description by each number of students' perception which their percentage and frequency are including. Also contains both positive and negative perceptions that might be felt by students.

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