
Students' Perception of Learning English as Specific Purpose through Collaborative Learning of Classroom Implementation

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Abstract

The collaborative learning model requires students to play an active role in learning English, where students can share ideas, solve problems, think critically by collaborating to achieve learning goals. The aim of this research is to determine the perceptions of class E undergraduate management study program students regarding the implementation of the collaborative learning model in English language learning. The method used in this research is qualitative with a qualitative descriptive approach. The population in this study were all 40 class E students and sampling in this study was used non-random sampling, purposive sampling technique. 37 students were taken as sample. The instrument used was questionnaire which was distributed on google form. The 37 total respondents who filled out the questionnaire, only 28 respondents. However, the 28 respondents represent students' perceptions of the implementation of collaborative learning in English language learning. The research results show that students have positive perceptions of the implementation of the collaborative model in English language learning. The implication of this study is collaborative learning might be implemented for teachers or lecturers in teaching and learning process with other subjects.

Keywords: collaborative learning model, English as specific purpose, students' perception

1. INTRODUCTION

In this era of digitalization and globalization, students are required as social being who need interaction with others. Communication is a tool needed to convey the information. Therefore, good language skills are needed so that the message can be conveyed well. The role of social media and social networks provide convenience and facilitate people throughout the world to communicate or interact without the barriers of space and time. In education, learning English is a crucial issue Ebrahimi et al

(Oktapiani, et al, 2024). Effective communication in both a native language and a global language like English is essential at the international level Liando et al (Oktapiani et al., 2024).

Those phenomena show that English is very important to master because in relation to a particular business, it requires students to communicate in an international scope. English is the foreign language This is in line with (Harismayanti, 2021) states that the position of English internationally can be measured by the anglophone speakers (English speakers) spread across five continents. On the other hand, English is not only used by anglophone speakers, but also English is widely used by modern society. Another thing that makes English the most widely used in the world is because English has many advantages, including, English is rich in idioms (special languages) which are more varied than other European languages in the world Harjono (Harismayanti, 2021). English communication ability is one of the important abilities in life. Khatib & Nooreiny (Musa'arah & Batubara, 2021) stated that English communication ability is very important in academic and professional lives. Students are required to communicate well in their native and also international languages. People assume that someone who fluent in English communication is a smart person.

English is a subject matter that students in college must study. The substitution that English has an important role in human life is marked by the use of English as an international language. English also has an important role in being used in the fields of business, education, technology and culture. Therefore, the need for understanding and mastery of English has a very big role for students as individual and social beings to participate actively in global society (Frayoga et al., 2024). It is in line with Megawati (Emiliasari & Kosmajadi, 2019) states that English language skills for students have many benefits, such as scientific development, communication in the socio-political, economic and cultural domains, even in everyday life. Therefore, it can be explained that it is important for students to learn English in college. Indeed, It has a positive effect in providing a means for students to achieve success both in the academic field and in the workplace.

Management Bachelor degree students of Bumigora University who take part of society or the globalization education circle are required to be able to communicate in English. The use of English can be utilized in a wider scope such as in education, technology, workplace and can also be used to establish cooperative relations among countries around the world. Remarking the importance of English, there is a need for innovation offered by teachers at the university level. In addition, English is also often considered a difficult subject matter for students to learn. Noting this phenomenon, it is necessary to

create a more interesting learning atmosphere in order to increase students' interest and motivation in learning English.

Rao (Musa'arah & Batubara, 2021) argued that today, individuals should dominate communication skills to gain success in their respective fields since communication skills play a vital role to acquire achievements in all fields, such as science, technology, health, entertainment, business, and others. This also is essential in the teaching-learning process. Palos and Merima (Musa'arah & Batubara, 2021) also stated that one of the most important variables which influence the learning process is communication ability. The teaching-learning process will be successful if both communicators are able to communicate well. As stated by Djonnaidi, et al (Musa'arah & Batubara, 2021) that good communication ability is determined by communicators' speaking skill with mutual understanding. In reality, many EFL students are facing problems in mastering communication ability. Hosni (Musa'arah & Batubara, 2021) proposed that regardless of how EFL students know about the English Language, they will still confront numerous troubles in communication. The examples of students' problems in communication include worrying about making mistakes and lacking vocabularies which leads to a lack of confidence. This would happen if students rarely practice especially for their active skills which consist of listening exercises and speaking practices. Besides, students who are reluctant to communicate with other people will make matters worse. Januariza and Suswati (Musa'arah & Batubara, 2021). In addition, the wrong teaching method applied by the teacher would also make the students' communication problems worsened. The learning process consists of a series of activities that must be well prepared and must be planned carefully in order to achieve good results and create learning that is able to increase students' motivation and interest in learning English. Sabzian, Ismail & Ismail (Hastuti & Suhendra, 2021) states that teaching is a complex job, involving classroom management, lesson's preparation and organization of teaching and learning process creating and keeping a certain climate, evaluation and feedback.

Learning requires students to be able to carry out activities of perceiving, observing and understanding all interaction processes carried out during the learning process because learning according to Sudjana (Rusman, 2012) is a process of perceiving, observing and understanding something. Meanwhile, learning can essentially can run well when it is carried out by the two learning actors themselves, namely students and teachers. The role of the teacher in the learning process is to provide teaching, whereas the role of the students is to learn. Learning according to (Rusman, 2012) is a system consisting of various components that cannot be separated from each other or are interconnected with

each other. These components include objectives, materials, methods, and evaluation. Furthermore, the teacher's task as a facilitator in the learning process must consider the components that are related to the selection of learning models that must appropriate with students's needs in learning English at high education level. Therefore, teachers must be able to implement or choose appropriate and efficient learning models so that they can increase students' interest and motivation in learning English and to achieve the learning outcomes.

Nowadays English language learning is still carried out which more emphasis on learning patterns that prioritize aspects to complete curriculum targets. English teachers should be able to carry out innovations that can create a enjoyable learning atmosphere and build the importance of collaboration. It can increase students' interest and motivation in learning English. Bahiroh et al (Pohan et al., 2023) say that it is important to consider the competence of a teacher because according to him all educational components such as curriculum, facilities and infrastructure, money and time provided are not be able to be function effectively and efficiently if the competence of a teacher does not fulfill the standards. . From those explanation, it can be debriefed that English teachers are required to be more innovative and dynamic in delivering teaching or learning material in class by implementing various approaches, strategies, methods and learning models according to student needs. Innovative learning strategies are able to improve or create an effective English learning process apart from using learning media (Maru'ao, 2020).

Ideally, as a professional teacher generally have the main task of being able to implement effective strategies. Osaigbovo & Abusomwan (Pohan et al., 2023) explain that teacher professional competence consists of the ability to choose and apply learning methods, strategies and techniques, manage an effective class, increase students' motivation, measure learning outcomes, the accuracy of compiling and developing teaching materials effectively. Ways of teaching that expand the ways we can increase learning capacity and do so across the curriculum and throughout the social climate of the school (Joyce et al., 2009). The term of teaching model refers to a particular approach to instruction that includes its goals, syntax, environment, and management system." Arends (Trianto, 2011). From these two opinions it can be explained that the learning model helps teachers in the teaching process to build a learning process with a learning process that is appropriate to the learning environment and the learning model consists of clear steps or syntax.

Practically, learning models are used in the learning process in order to simplify the learning process and make it easier to understand (Hergenhahn & Olson, 2008). It can also be said that the learning

model was created to be used by teachers and participants in the learning process to simplify the complex learning process. Further (Eggen & Kauchak, 2012) emphasized that the concept of strategy and learning models are two different things. So that teachers and students are not confused by this term, they provide an explanation that strategy is a general approach used to achieve learning goals. Meanwhile, the model is seen as a special approach used in teaching which has three main characteristics, namely objectives, phases (syntax) and foundations. The objectives in the learning model are designed to help students develop critical thinking skills and be able to understand specific forms of material in more depth and the phases (syntax) include a series of learning steps. Furthermore, the foundation, learning model is supported by theory and research on learning and motivation.

In this research collaborative learning used as a model in teaching learning. Learning English requires a learning model that focuses on students' active role in the learning process. For this reason, the implementation of collaborative learning is very appropriate with the learning characteristics required by students, namely providing opportunities for students to work collaboratively in solving given problems, think critically and students are able to interact well with group teams in the learning process. This indicates that students play an active role in the process of learning.

Therefore, this needs to be studied first or the author provides several explanations regarding the concept of this collaborative learning model in accordance with the opinions of several experts who have more attention to the learning process in various existing fields of study. The following is an explanation related to the collaborative learning model over half a century, educators and researchers have emphasized the importance of collaborative learning Hwang and Fu (Hu et al., 2023), which has been widely utilized as an effective instructional method in traditional learning environments Dillenbourg and Schneider; Watanabe and Swain (Hu et al., 2023). Hereinafter, (Tahmaseb, 2021); Barkley et al (Tahmaseb, 2021); (Hu et al., 2023) state that collaborative learning is defined as a method in which two or more learners work together in pairs or groups or it means working together with others to share goals. The collaborative learning model is a learning model that is student-centered or involves the active role of students in the learning process, capable of increasing students' understanding and ability to solve problems collaboratively in order to achieve learning goals. Karimah et al., & Anggreni et al (Pohan et al., 2023).

Collaborative learning was born from the constructivism paradigm. The constructivist perspective emphasizes that social constructivist models emphasize social interaction in relation to the mastery of skills and knowledge (Schunk, 2012). In essence, collaboration skills are the ability to work effectively

with other people, respect group members, and also be responsible for group work. (Murdariah et al., 2022) dan So & Brush (Murdariah et al., 2022) define that collaborative learning as an instructional approach in which a small number of learners interact together and share their knowledge and skills to achieve specific learning goals. Collaborative learning activities lead to more interaction among students, and improve their abilities.

Apart from the definitions of the collaborative learning model, the collaborative learning model has several advantages as mentioned by (Pohan et al., 2023) from the results of the synthesis, namely (a) optimizing the concept of student-centered learning; (b) encouraging students to be more active in the learning process through small groups; (c) improving student learning outcomes through collaboration and learning together in small groups; improving students' critical thinking skills through group problem solving; (d) creating more flexible learning. furthermore, Authors mention the advantages of collaborative implementation by Hernandez, Mercedes, and Pablo (Musa'arah & Batubara, 2021) mention that the implementation of collaborative learning is beneficial for student's development. It makes students able to express their ideas, articulate thinking, develop representations, elaborate and engage students' knowledge in a social matter. In other hand, Apriono (Qudwatullathifah et al., 2024) explained that there are seven advantages that can be taken when implementing the collaborative learning model in the classroom, namely: (a)) higher learning achievement; (b) deeper understanding; (c) developing leadership skills;(d) increasing positive attitudes; (e) increasing self-esteem; (f) learning inclusively, (g) feeling belongs to each other; dan (h) developing future skills.

It is also necessary to examine the steps or syntax of the collaborative learning model. It is mentioned by Barkley (Pohan et al., 2023) that the sintaxes of collaborative learning are (a) Determining learning objectives and divide tasks into groups and individuals; (b) Students in groups search for, read teaching material, identify, write teaching material, and hold discussions related to the teaching material they read; (c) In groups, students work on tasks according to the results of the distribution of tasks to solve problems in learning; (d) In groups, students discuss to draw conclusions about learning. Students share suggestions and ideas, experiences and skills to improve communication skills and problem-solving abilities; (5) The teacher instructs students to present the results of their group's work and other groups observe and compare the results of the group's presentation and then give similar responses.

Learning proses were using collaborative learning model, it is able to give the positive or negative feedback of students. It is known by students' perceptions. In this section the author will explain some literature or literature studies related to the concept of perception or the perspectives of several experts

regarding this perception. Perception is defined as the process of interpreting received stimuli which are then converted into messages and realized in the form of appropriate actions or behavior Lensun & Ratu, 2021; Listyaningsih (Qudwatullathifah et al., 2024); (Arini, 2019); Suharman (Emiliasari & Kosmajadi, 2019). From this opinion, perception can be seen as a person's mental and cognitive process in observing, understanding and responding to certain things and trying to interpret the stimuli received. These responses appear in a person's conscious mind through sensory receptors and ultimately these responses are interpreted into meaningful information about the stimulus received. Nelson-Smith (Katiandagho, 2022) explains that students' perceptions are influenced by their experiences and expectations. Perception is what they see as reality for them, and what they believe will happen, regardless of whether it is true or not. Furthermore, perception is one of the advantages of being able to see, hear, or realize something through signs. In other words, good perceptions in learning can guide and motivate students to achieve something in the learning process.

Perception can be influenced by several factors. This was stated by Altman et al (Arini, 2019) that there are four factors that can influence a person's perception, namely (1) stimulus selection; (2) organizing the stimulus; (3) the situation and (4) the person's self-concept. The four perception factors can be further explained. The stimulus selection process or often also known as the stimulus filtering process requires individuals to carry out stimulus selection, meaning that of the many stimuli received, a person only needs to focus on a small part of the stimulus they receive. The second factor that influence perception is organization. The stimulus is organized into a filtering process to obtain meaningful information and it is this stimulus regulation process that influence perception. Further, the third factor that often influences a person's perception is mastery of a particular situation. Here what is meant is a person's ability to adapt or adjust their behavior to the situation they are experiencing. Self-concept is the last factor that is considered to influence a person's perception because the way a person sees and perceives themselves can be called a form of perception itself. Student perception is one of the factors that can influence student motivation to study in class.

Perception, when studied from a psychological perspective, can be interpreted as a process related to the entry of messages or information into the human brain, through this perception humans continuously interact to their environment. This connection is carried out through the senses, namely the senses of sight, hearing, touch, taste and smell Slameto (Emiliasari & Kosmajadi, 2019). This explanation can be debriefed that perception is from a psychological perspective the process of in putting

information from the environment as a result of interactions carried out by the five senses with the environment.

Teaching is a very complex process as well as a challenge for teachers, especially in higher education, especially in learning English, in order to create a learning experience that is not monotonous. This requires English teachers to be able to utilize more innovative learning models which of course the models implemented can make students more active and students' interest and motivation in learning English. For this reason, we need to understand the concepts or definitions related to this learning model. Accompanying several experts who provide explanations of their thoughts regarding learning models in the world of education.

Ways of teaching that expand the ways we can increase learning capacity and do so across the curriculum and throughout the social climate of the school (Joyce et al., 2009). The term of teaching model refers to a particular approach to instruction that includes its goals, syntax, environment, and management system.” Arends (Trianto, 2011). From these two opinions it can be explained that the learning model helps teachers in the teaching process to build a learning process with a learning process that is appropriate to the learning environment and the learning model consists of clear steps or syntax.

Practically, learning models are used in the learning process in order to simplify the learning process and make it easier to understand (Hergenhahn & Olson, 2008). It can also be said that the learning model was created to be used by teachers and participants in the learning process to simplify the complex learning process. Further (Eggen & Kauchak, 2012) emphasized that the concept of strategy and learning models are two different things. So that teachers and students are not confused by this term, they provide an explanation that strategy is a general approach used to achieve learning goals. Meanwhile, the model is seen as a special approach used in teaching which has three main characteristics, namely objectives, phases (syntax) and foundations. The objectives in the learning model are designed to help students develop critical thinking skills and be able to understand specific forms of material in more depth and the phases (syntax) include a series of learning steps. Furthermore, the foundation, learning model is supported by theory and research on learning and motivation.

The role of the teacher who acts as a facilitator in the learning process in the classroom greatly influences the learning process which can increase the learning interest and motivation of undergraduate management students in learning English. Based on the constructivist paradigm, (Jacobsen et al., 2009) explain that a constructivism learning environment prioritizes and facilitates the active role of students in

the learning process. This constructivist learning environment is able to change the habit of learning processes that are teacher-centered or change the focus of disseminating information by teachers, which conduces in students becoming passive, towards autonomy and student reflection, which encourages students more active in the learning process in the classroom. This active learning leads students to carry out learning activities that provide broad autonomy and control to direct learning activities. Collaborative learning is one of the active learning models. It is stated by (Jacobsen et al., 2009) that active learning includes problem solving, working in small groups, collaborative learning, investigative work, and experimental learning.

On the other hand, learning that is centered only on the teacher, or students in learning activities only act as recipients of information, in other words, this learning model is known as passive learning. This type of learning model is less effective to use because it makes the monotonous learning process in class. This type of learning is also often known as a learning model that uses lecture and textbook methods. This method is not appropriate as the main alternative for learning in the classroom, in this case learning English in the undergraduate students of Management study program at Bumigora University. Because according to (Jacobsen et al., 2009) the shift in the constrictivist learning paradigm means that basically students naturally have an active behaviour and curiosity. As of explanations, it can be said that teachers must be able to create a learning atmosphere that is able to increase students' interest and motivation in learning English by choosing and implementing the right learning model.

Further, the authors describe the results of previous studies related to this research and explain the differences among them and the research carried out by current researchers, or in other words, indirectly shows the novelty of this research compared to previous research. Research conducted by (Pradnyana et al., 2024) with the title Implementation of PDK (Collaborative Online Learning) ITP Markandeya Bali with Stkip Sinar Pancasila Primary School Teacher Education Study Program in 2023. The focus of this research is to look at student perceptions of student perceptions of learning Collaborative Online (PDK) between ITP Markandeya Bali and STKIP Sinar Pancasila. The results of this research show a positive response to the experience of collaborating with students from other institutions, seeing it as an opportunity to expand social networks and share experiences. Beside providing positive benefits, it turns out that the implementation of PDK has experienced obstacles such as internet signal problems and scheduling difficulties. So it can be said that this research places more emphasis on looking at students' perceptions of PDK implementation and the effectiveness of using LMS as a learning medium.

Results of research conducted by (Butarbutar et al., 2023) with the title Unpacking Online Collaborative Learning in Teaching EFL Speaking: Insights from Three Rural Area Case Studies. The focus of the research was to look at student and teacher perceptions of the implementation of online collaborative learning in rural areas of Papua in learning speaking. Learning is carried out synchronously and asynchronously. Students' perceptions highlighted the OCL effect in light of three aspects: (a) social, (b) psychological, and (c) speaking skills. (3) Teachers' barriers during OCL implementation: (a) poor internet connection, (b) free-riders, (c) unpunctuality, and (d) unfamiliarity with technology use. (4) Teacher strategies to overcome the barriers to OCL: (a) university-sponsored internet, (b) OCL orientation at the beginning of class, (c) forming groups and choosing topics regarding students' prior knowledge, (d) extra peer tutoring time, and (e) self-directed learning and Research conducted by (Qudwatullathifah et al., 2024) with the title Implementation of Collaborative Online Learning for Elementary School Curriculum and Learning Development. Study results showed that students' perception of PDK Elementary School Curriculum and Learning Development, 92% was successfully established, 92% of students accepted that the Learning Management System (LMS) learning model makes it easier for students to access information about lectures. The research focuses on elementary school students' perceptions of PDK implementation carried out through the LMS platform. So it can be said that this research more focuses on looking at students' perceptions of PDK implementation and the effectiveness of using LMS as a learning medium.

Research conducted by Naamati-Schneider & Alt (2023) with the title Enhancing collaborative learning in health management education: an investigation of Padlet mediated interventions and the influence of flexible thinking. This study had three primary goals. First, it aims to craft an intervention program centered around collaborative learning enabled by Padlet. Second, it aimed to gauge the perceptions of health management students regarding this intervention and how it affected their collaborative learning experiences. Additionally, the third objective of the study aimed to investigate how students' flexible thinking within the learning process might shape their perceptions of the advantages derived from this instructional activity within the domain of online collaborative learning. This study mainly underscores the important role flexible thinking plays in motivating men and medical professionals to embrace innovative technologies or methods for teamwork, that could enable them to weigh arguments, seek alternative solutions to authentic problems, and adjust their approaches effectively and collaboratively as new challenges emerge and Research conducted by (Rahmani, 2021) with the title Student Perceptions of Emotional Intelligence After Applying Collaborative Writing Techniques. Based on the results of data analysis, there was an increase in students' emotional intelligence after

implementing collaborative writing techniques, which was indicated by an increase in responses to aspects of emotional intelligence.

From the results of previous studies, it can be explained again that the differences in the research currently being carried out are four, including the research carried out related to students' perceptions of the implementation of collaborative learning carried out online, learning carried out online is less effective because it is better seen from the perspective of obstacles. Experiences such as internet connections and from the perspective of students and lecturers they are less able to build engagement because learning is not carried out directly. Lastly, research conducted by (Rahmani, 2021) conducted research to evaluate students' perceptions of emotional intelligence after implementing collaborative writing. It can be concluded that the novelty of the research from this study is to describe the perceptions of undergraduate students in the E class management study program regarding the implementation of collaborative learning in English language learning which is carried out face-to-face in class. So that students are trained to be able to work collaboratively, teach responsibility, social interaction, think critically, solve problems together according to the tasks given, and share ideas to achieve learning goals.

2. RESEARCH METHOD

The design of this research is qualitative research. Qualitative research is a method used to explore and understand the meaning that a number of individuals or groups of people are considered to social or humanity problems. (Creswell, 2010). Descriptive qualitative is the method used in this research. Descriptive qualitative is a type of research that aims to describe phenomena or conditions that exist in a certain population or group without manipulating variables Sari et al (Maulidiana, 2023). In this study, the researchers want to describe the perceptions of Management undergraduate students Class E, semester 2 towards the implementation of the collaborative learning model in English language learning. The method chosen was very suitable because the researchers only wanted to describe student perceptions without intervening in the research variables. The population and sample in this study were all management students in class E who actively joined in English learning, total 37 students. The sample used in the research was non-random sampling, namely purposive sampling. Sampling was adjusted to the research objectives (Sukmadinata, 2012).

The instrument used in collecting data is a questionnaire. A questionnaire is a technique or data collection that is carried out indirectly with respondents (Sukmadinata, 2012). Questionnaire is distributed

to students in the form of a Google form. The measurement scale used is the Likert scale. Scoring the instrument for the (Mardapi, 2012) Likert scale underlines that the highest score for each item is 4 and the lowest is 1.

3. FINDINGS AND DISCUSSION

English is an important subject matter for students to study, especially students of the Bachelor of Management Study Program. Like it or not, English has been on the curriculum for decades. In line with Harmer (Arini, 2019) states that most students in the world learn English as a foreign language because this subject is in the curriculum. However, in reality, this course is still considered difficult for some students. To change negative thinking towards positive thinking, a collaborative learning model was implemented in English learning for Students E Class of Management Undergraduate study programme at Bumigora University.

Lectures are held in 16 meetings, where at the 8th and 16th meetings the Mid-Semester Examination and Final Semester Examination are held. In the English learning process in the classroom, a collaborative learning model is implemented, where this learning model involves students' active role in the learning process and students are taught to be able to solve problems by collaborating, sharing ideas, or to achieve learning goals. So it can be said that the collaborative learning model is more effective than the conventional model. It is in line with Ningsih (Musa'arah & Batubara, 2021) conventional learning method will impact the learners' understanding. This is because the conventional learning method usually has limited interaction between learners and teacher.

In the English learning process, the teacher applies a collaborative learning model and divides into groups to complete the tasks given by following the steps or syntax of the collaborative learning model. At the end of the lesson the teacher distributes a questionnaire in the form of a Google form link. The total respondents who actively attended lectures, there were 37 respondents, but only 28 respondents filled out the questionnaire distributed by the researchers. The questionnaire contains statement items regarding the perceptions of class E students majoring in management regarding the implementation of the collaborative learning model in English learning. Based on the results of the questionnaire, an overview or description of the perceptions of class E management students at Bumigora University towards the implementation of the collaborative learning model in English language learning can be obtained.

Class E management students' perceptions of the implementation of the collaborative learning model in English learning, perception itself can be interpreted as experience about objects, events, or relationships obtained by concluding information and interpreting messages Irawan & Setyaningsih (Qudwatullathifah et al., 2024). The perception of Management class E students at Bumigora University towards the implementation of the collaborative learning model can increase students' interest and motivation in learning English or in other words, the implementation of the collaborative learning model gets positive perceptions from students.

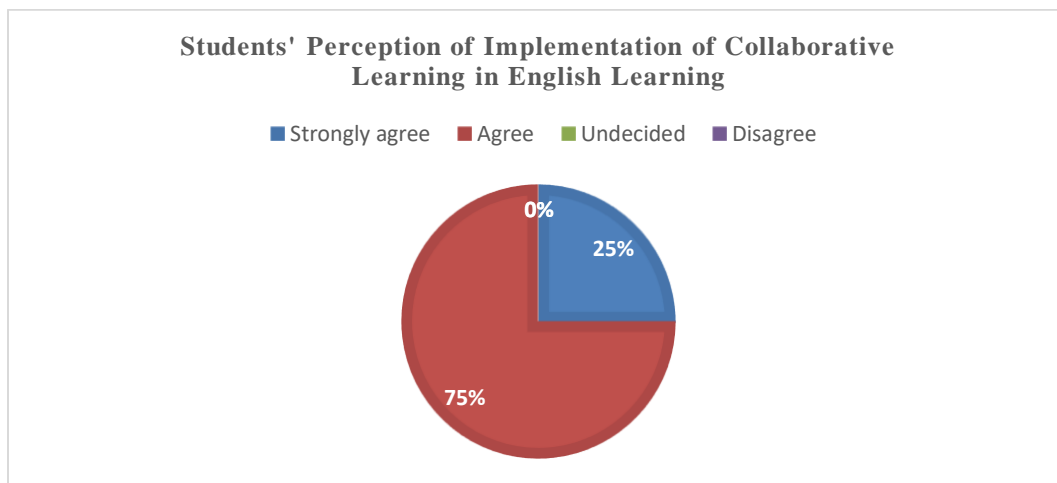


Figure 1. Students' Perception of Implementing Collaborative Learning

Figure 1 described that 100% of respondents filled out the questionnaire with 25% of students strongly agree with the implementation of the collaborative learning model in English learning, 75% of students agree, 0% of students undecided, and 0% of students disagree with the implementation of the collaborative learning model on learning English in class. So from these results it can be said that students' perceptions of the implementation of the collaborative model are positive or the implementation of the collaborative learning model in Management class E students in learning English is successful. It is in line with perception based on that perception (Trihardini et al., 2022) considered positive if the individual's assessment of an object shows good results (respondents' answers agree and strongly agree), negative if the individual's perception of the object shows bad results (respondents' answers undecided and disagree). It is also in accordance with Robbins (Trihardini, et al 2022) Positive perception is an individual's assessment of an object with a positive view or in accordance with what is expected from the object being perceived, while negative perception is an individual's perception of an object or information with a negative view, contrary to what is expected from the object being perceived or from existing rules.

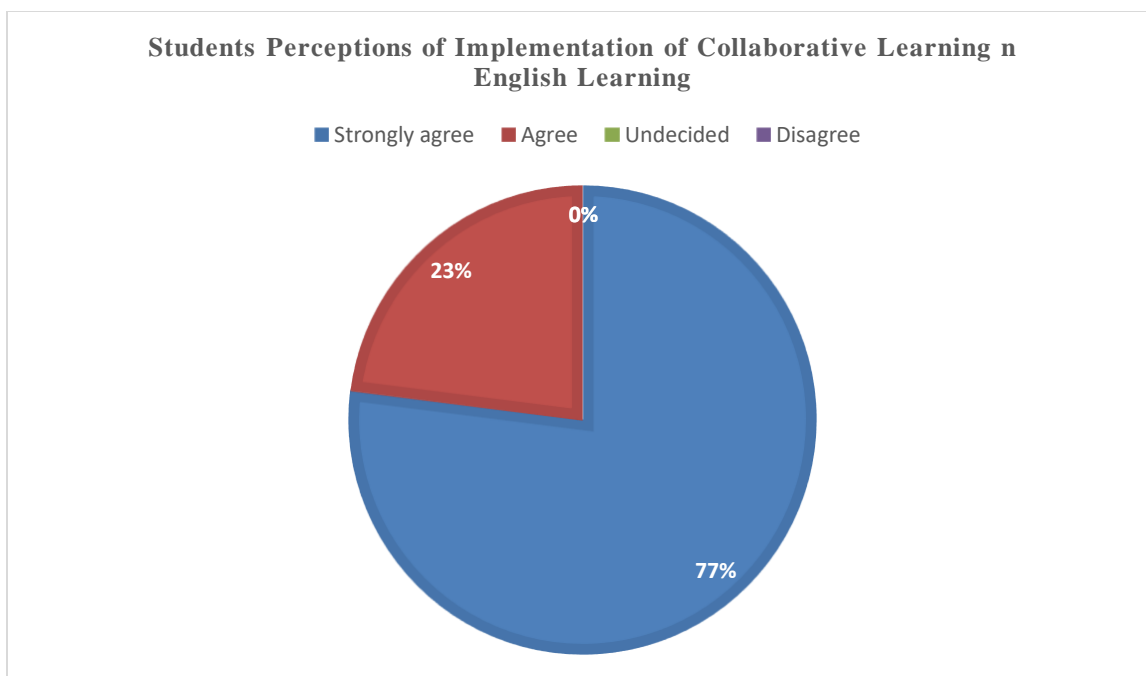


Figure 2. Students' Perception of Implementation Collaborative Learning

Figure 2 shows that 23% of students strongly agree with the implementation of the collaborative learning model in English learning, 77% students agree, 0% of students undecided, and 0% of students disagree. Thus, it can be concluded that the collaborative learning model meets their expectations in the English learning process. It is in line with perception that is stated by Nelson-Smith (Katiandagho, 2022) that students' perceptions are influenced by their experiences and expectations. So students' learning experiences regarding the implementation of collaborative learning in English learning have a positive impact on the learning goals they achieve by working through collaboration which creates learning that is more focused on students' active role in the learning process.

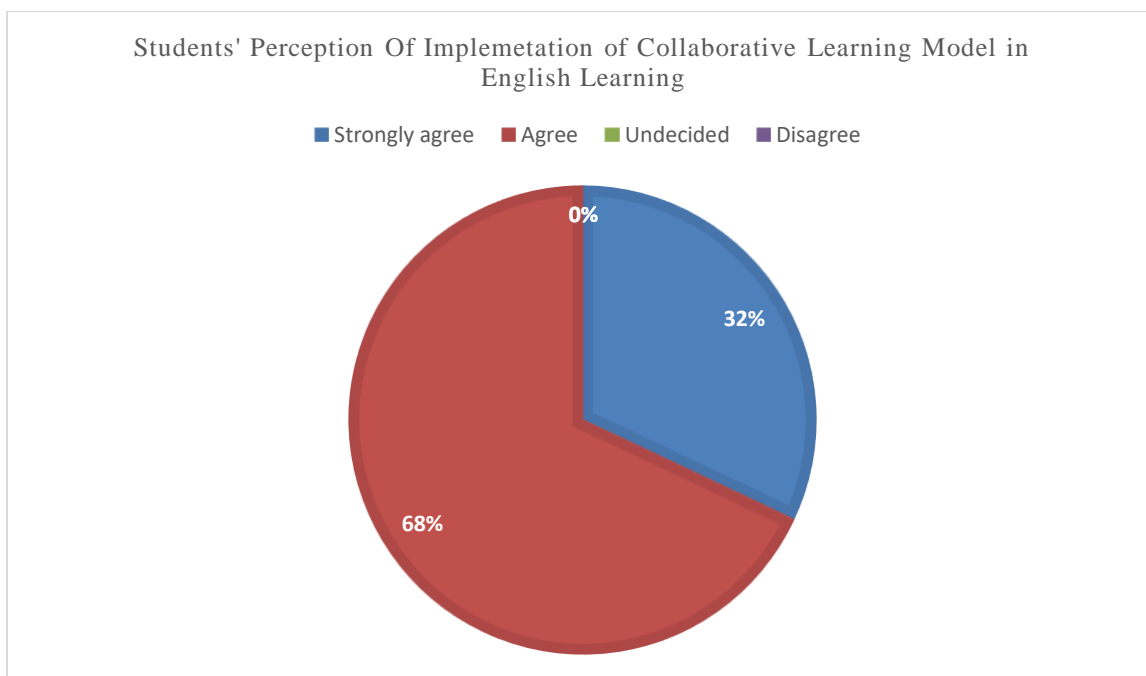


Figure 3. Students' Perception of Implementation of Collaborative Learning

Figure 3 shows that 32% of students strongly agree, 68% agree with the implementation of the collaborative learning model in classroom learning, 0% of students undecided, and 0% of class E management students disagree with the implementation of the collaborative learning model in English learning. Thus it can be concluded that the collaborative learning model is very suitable to be implemented in language learning in the classroom, this is in line with opinion Pressley et al., Slavin, ; Johnson and Johnson (Hu et al., 2023) that the benefits of collaborative learning for language learning over individual learning have been supported by numerous studies, including those conducted in face-to-face settings. Specifically in this research English language learning.

4. CONCLUSION

From this research it can be concluded that students give a positive perception of the implementation of the collaborative learning model and this learning is believed to be able to increase students' interest and motivation in learning English. Because in their learning activities students are actively involved by collaborating. Learning by collaborating provides students with the opportunity to be able to solve problems, think critically, share ideas and ideas in order to achieve a learning goal collaboratively. In other words, the implementation of the collaborative learning model is appropriate to

use in English language learning. In the future, the use or application of innovative learning strategies, methods and models that are able to increase students' motivation and interest in learning must be a very important thing for language teachers to consider, besides utilization of learning media.

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