

**STUDENTS' PERCEPTIONS OF COLLABORATIVE LEARNING
IMPLEMENTATION TO DEVELOP CRITICAL THINKING SKILLS IN
ENGLISH SUBJECT AT SMAN 1 PRAMBANAN**

A SARJANA PENDIDIKAN THESIS

**Presented as Partial Fulfillment of the Requirements
to Obtain the *Sarjana Pendidikan* Degree
in English Language Education**



By:

Alexandra Givela Princess Axelia Indratmo

Student Number: 201214072

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SANATA DHARMA UNIVERSITY
YOGYAKARTA
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Paulus Kuswandono, Ph.D.

14 May 2024

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Yogyakarta, 3 June 2024

The Writer



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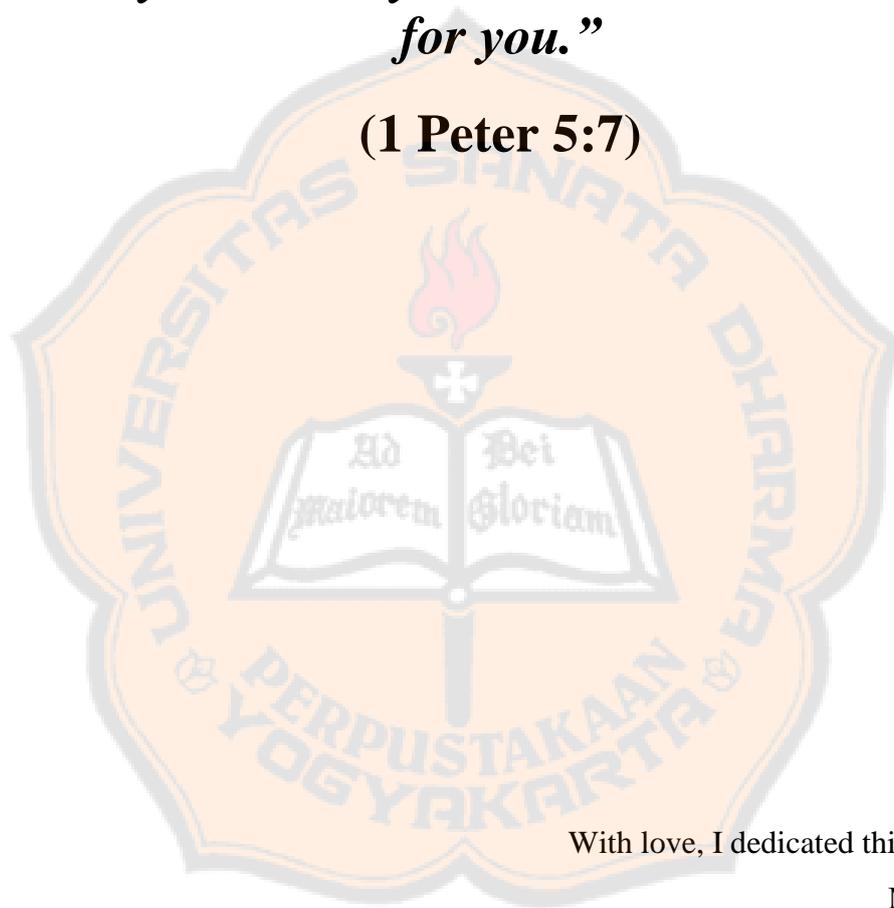


Alexandra Givela Princess Axelia Indratmo

DEDICATION PAGE

*“Cast your anxiety on Him because He cares
for you.”*

(1 Peter 5:7)



With love, I dedicated this thesis to:

My Family

ACKNOWLEDGEMENTS

There are no words I can describe other than gratitude and thanks to the *Lord Jesus Christ* and *Mother Mary* for all blessings in all stages and processes from the beginning of my study journey. Special gratitude goes to my beloved family. For my mom, *Ibu Agustina Purwaningrum, S.E.*, and my dad, *Bapak Antonius Kus Indratmo, S.H.*, thank you for the endless love and support that reminds me to keep going and never give up.

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Alexandra Givela Princess Axelia Indratmo

ABSTRACT

Indratmo, Alexandra Givela P.A. (2024). *Students' Perceptions of Collaborative Learning Implementation to Develop Critical Thinking Skills in English Subject at SMAN 1 Prambanan*. Yogyakarta: English Language Education Study Program, Faculty of Teachers Training and Education, Sanata Dharma University.

In the current era of education, collaboration, and critical thinking skills are important competencies in the 21st century. Therefore, teachers can apply both in the classroom learning activity. In collaboration, students actively share their ideas and solve problems critically. Through collaborative learning, students actively improve their critical thinking skills, such as the ability to analyze information, make decisions, think creatively, and create new ideas.

Based on the research background, the researcher formulated two research questions: 1) What are the students' perceptions of collaborative learning activities to develop their critical thinking skills in the English language class? 2) What are the challenges of collaborative learning in developing students' critical thinking skills in the English language class?

To answer the research questions, the researcher used mixed methods, both quantitative and qualitative data, as a methodology. The data-gathering instrument was a questionnaire distributed to 59 participants and students of SMAN 1 Prambanan, consisting of 12 close-ended and three open-ended questions. The researcher also interviewed several participants through Focus Group Discussions to gain more detailed answers.

The data from the questionnaire shows that students have positive perceptions toward collaborative learning to develop their critical thinking skills. Factors such as emotional awareness, interaction, and learning motivation influence collaborative learning to improve their critical thinking skills. Based on the findings, some aspects, such as students' knowledge contribution, social interaction, and problem-solving, became key findings in this research.

Keywords: Collaborative Learning, Critical Thinking, Emotional Awareness, Learning Motivation, Perception, Social Interaction

ABSTRAK

Indratmo, Alexandra Givela P.A. (2024). *Students' Perceptions of Collaborative Learning Implementation to Develop Critical Thinking Skills in English Subject at SMAN 1 Prambanan*. Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Sanata Dharma.

Dalam era pendidikan saat ini, kemampuan berkolaborasi, dan berpikir kritis merupakan kompetensi penting di abad-21. Oleh karena itu, guru dapat menerapkan keduanya dalam kegiatan pembelajaran di kelas. Dalam kolaborasi, siswa secara aktif berbagi ide dan memecahkan masalah secara kritis. Melalui pembelajaran kolaboratif, siswa secara aktif meningkatkan keterampilan berpikir kritisnya, seperti meningkatkan kemampuan menganalisis informasi, mengambil Keputusan, berpikir kreatif, dan menciptakan ide-ide baru.

Berdasarkan latar belakang penelitian, peneliti merumuskan dua pertanyaan penelitian: 1) Bagaimana persepsi siswa terhadap kegiatan pembelajaran kolaboratif untuk meningkatkan kemampuan berpikir kritis di kelas Bahasa Inggris? 2) Apa saja tantangan pembelajaran kolaboratif dalam mengembangkan kemampuan berpikir kritis siswa di kelas Bahasa Inggris?

Untuk menjawab pertanyaan penelitian, peneliti menggunakan metode campuran sebagai metodologi, baik data kuantitatif maupun kualitatif. Instrumen pengumpulan data berupa angket yang dibagikan kepada 59 peserta dan siswa SMAN 1 Prambanan, terdiri dari 12 pertanyaan tertutup dan 3 pertanyaan terbuka. Peneliti juga mewawancarai beberapa partisipan melalui diskusi kelompok terfokus untuk mendapatkan jawaban yang lebih detail.

Dari hasil angket menunjukkan bahwa siswa mempunyai persepsi positif terhadap pembelajaran kolaboratif untuk mengembangkan kemampuan berpikir kritisnya. Faktor-faktor seperti kesadaran emosional, interaksi, dan motivasi belajar mempengaruhi pembelajaran kolaboratif untuk meningkatkan kemampuan berpikir kritis mereka. Berdasarkan temuan tersebut, beberapa aspek seperti kontribusi pengetahuan siswa, interaksi sosial, dan pemecahan masalah menjadi temuan utama dalam penelitian ini.

Kata Kunci: Pembelajaran Kolaboratif, Berpikir Kritis, Kesadaran Emosional, Motivasi Belajar, Persepsi, Interaksi Sosial

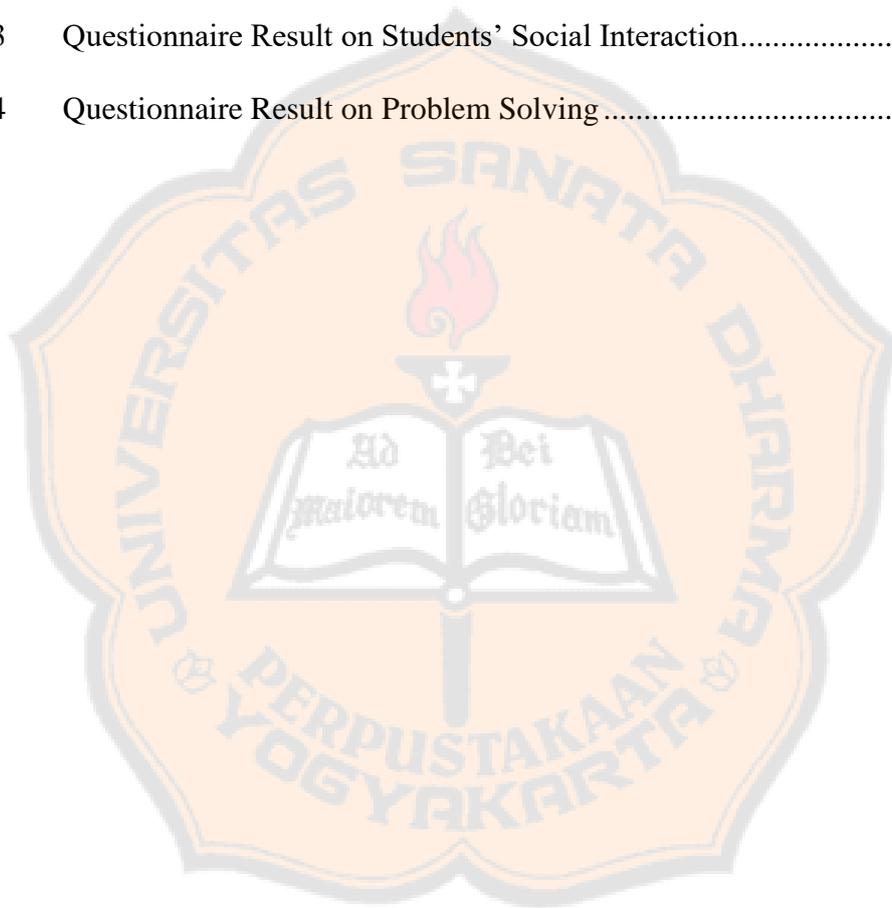
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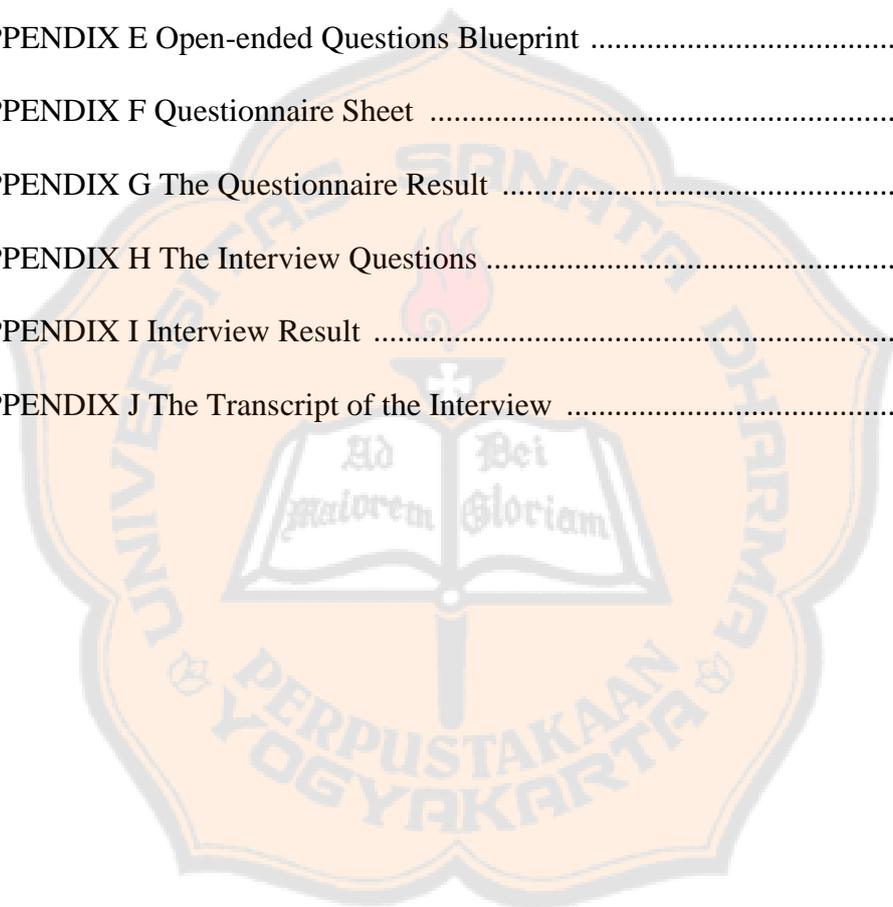
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CHAPTER I

INTRODUCTION

In this chapter, the subject matter described by the researcher includes four sections. The first is the background of the research, which is the researcher's argumentation and the reason for conducting this research. Second, the research questions are the problem theme examined in this research. Third, the aim of the study is the benefit of the research in particular cases. Last, it is a definition of terms that includes several keywords related to this research.

1.1 Research Background

Enhancing the quality of human resources at all stages of education in Indonesia requires students to possess competencies including critical thinking, communication, creativity, and collaboration, which are important in the 21st century. According to Ruys et al., (2010), active learning and peer collaboration are central characteristics of this new paradigm. Since students often feel uninterested in learning the material, they feel bored because the concepts learned cannot be applied to real-life situations. Teachers can use collaborative learning models to minimize the problems in this case.

In concept, collaborative learning is not limited to specific learning rules because active interaction can be done in many ways, such as asking each other, discussing, explaining to each other, debating, and being active in knowledge construction processes (Ruys et al., 2014). Collaborative learning involves several smaller groups to solve problems (Chopra & Kauts, 2023). In developing collaborative skills, group members interact effectively in a social environment,

negotiate knowledge, and depend on each other. Collaborative learning is an instructional strategy in which students must work actively and purposefully in small groups to improve their learning and their teammates (Ishler et al., 1998). In collaboration, students actively share their ideas and solve the problem critically. All students are responsible in the group for achieving the goal and helping each other find, synthesize, and analyze information, as well as evaluate the final decision of the discussion (Mandusic & Blaskovic, 2015). Therefore, critical thinking skills are one of the important aspects that students need in a collaborative environment.

According to Moeti et al., (2016), critical thinking is an essential skill in student learning in the 21st century and generally involves analyzing and identifying problems. Applying critical thinking requires analyzing arguments and constructing thoughts to solve the problem (Ramdani et al., 2022). According to Mandusic & Blaskovic (2015), critical thinking is used in learning and situations involving information processing, problem-solving, and decision-making. Critical thinking allows students to assess existing knowledge and encourages students to create new knowledge. Critical thinking involves synthesizing students' thoughts to overcome difficulties during the learning process. A learning method is needed to improve this skill through collaborative learning methods (Alharbi et al., 2022). Critical thinking can also function in various skill complexities such as analyzing, making judgments, solving problems, evaluating, questioning, and reflecting. These skills show that developing critical thinking skills can make students actively involved in the topics they learn through collaborative learning. Through collaborative learning, students actively improve their critical thinking skills, and

interactive learning focusing on critical thinking helps students achieve positive outcomes.

Based on other related studies that have been investigated, researchers found several studies that discussed collaborative learning environments and critical thinking. First, the study was conducted by Ramdani et al., (2022). Using a meta-analysis method, this study explores the effects of collaborative learning interventions on critical thinking, creative thinking, and metacognitive skills in biological learning. However, this study is not too in-depth in discussing aspects of critical thinking because it addresses critical thinking and other aspects. The results showed collaborative learning had the highest impact on metacognitive aspects of biological knowledge.

The following research was conducted by Alharbi et al., (2022), which shows the impact of an E-collaborative learning environment on developing critical thinking and higher-order thinking skills. Meanwhile, Warsah et al., (2021) conducted another research related to collaborative learning. These studies were investigated using a T-test and were conducted on university students. The findings in both studies found that both E-collaborative and collaborative learning environments support the development of higher-order reasoning and thinking and significantly influence critical thinking.

In the research conducted by Devi et al., (2015), it was discovered how collaborative learning facilitates students in learning critical thinking in reading. This research used the case-study method. It was conducted in a vocational school and focused only on the benefits and challenges during the implementation of collaborative learning. Meanwhile, in a related study, Namaziandost & Shatalebi

(2019) revealed the effectiveness of collaborative learning on speaking ability and student motivation, which was conducted by university students using experimental research. The last two studies discussed collaborative learning but did not specifically discuss critical thinking skills.

According to several studies mentioned above, it can be concluded that collaborative learning and critical thinking are related. In some of these studies, it was found that the development of critical thinking skills in collaborative learning was carried out by various methods, such as the meta-analysis method in the research conducted by Ramdani et al., (2022), case study method conducted by Devi et al., (2015), and experimental research method by Namaziandost & Shatalebi, (2019). Nevertheless, most of these studies were conducted at the university level by Alharbi et al., (2022); Warsyah et al., (2021); and Namaziandost et al., (2019), and related research for senior high school is still underrepresented.

This research focuses on collaborative learning and critical thinking skills in the English language of Senior High School students by including other elements not included in previous studies, such as students' emotional awareness, social interaction, and learning motivation. Although prior research has discussed collaborative learning to improve critical thinking skills, there has been limited exploration of high school students' perceptions, attitudes, and preferences about collaborative learning and applying critical thinking skills. By understanding the elements of collaborative learning and its factors, teachers and high schools can contribute to providing appropriate and effective strategies to foster students' critical thinking skills. Following the recommendations of previous studies, the

researcher used mixed methods because this method is applicable to provide more in-depth and relevant data related to students' perceptions.

1.2 Research Questions

Based on the research background to fulfill the purpose of this research, the following research questions were addressed:

1. What are the students' perceptions of collaborative learning activities to develop their critical thinking skills in the English language class?
2. What are the challenges of collaborative learning in developing students' critical thinking skills in the English language class?

1.3 Research Aims

This research aims to find out how collaborative learning can improve students' critical thinking skills and what challenges there are in collaborative learning faced by students of SMAN 1 Prambanan in developing their critical thinking skills. Through this research, it is expected to have significant relevance for students as it focuses on collaborative learning. Understanding students' perceptions will help improve learning strategies and critical thinking skills. In addition, this research is also supposed to reflect on their learning experiences, which can lead to personal growth and students' ability to improve their knowledge.

This research also provides valuable insights for teachers regarding the effectiveness of collaborative learning in developing critical thinking skills in the context of English language education. Through collaborative learning, teachers can gain a deeper understanding of how collaborative learning methods impact the

development of students' critical thinking. In addition, by understanding students' perceptions of collaborative learning, teachers can improve and adapt their teaching techniques. Teachers can use the findings to adjust their approach to better engage and support students in their critical thinking journey.

Furthermore, this research serves as a basis reference for future researchers in the field of education, especially in English Education, to explore collaborative learning and critical thinking skills development. This study provides a starting point for researchers to investigate further and develop the findings. Future researchers can adapt and improve research methods, surveys, or appropriate instruments to explore learners' perceptions and experiences in collaborative learning.

1.4 Definition of Terms

This section will explain some definitions of terms that are related to this research to give a clear and deep understanding of the research:

1.4.1 Students' Perception

In this research, students' perception is how individuals interpret and make sense of their educational experiences and learning processes. It also includes how students perceive and interpret various aspects of their academic journey, including their interactions with teachers, peers, subjects, and the learning environment. According to Mohebi & Bailey (2020), perception is part of social interaction. Students' perceptions can include a range of cognitive, emotional, and social responses to the educational context that can provide valuable insights into student engagement, satisfaction, and learning outcomes.

1.4.2 Collaborative Learning

Collaborative learning is an activity that involves students working together in groups or pairs to achieve a common goal. In collaborative learning, students are actively involved in discussing, solving problems, and sharing knowledge, skills, and understanding with each other. As confirmed by Mandusic & Blaskovic (2015), collaborative learning not only refers to the term teamwork but is also part of the overall learning process. Collaborative learning also encourages supportive interactions and shared responsibility to solve problems in the group.

1.4.3 Critical Thinking

This research also discusses critical thinking, which is a process possessed by individuals who actively analyze, synthesize, evaluate, and apply information gathered through observation, experience, reasoning, or communication. Critical thinking involves thinking reasonably and reflectively and assessing the validity and relevance of information or arguments. The use of critical thinking helps students to analyze, assess, and evaluate learning effectively. Activities in critical thinking include presenting arguments, considering alternatives, organizing ideas in a logical sequence, summarizing, predicting, reflecting, and writing opinion pieces (Svitlana, 2022).

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the appropriate literature review, which served as the theoretical foundation for the investigation. The theoretical descriptions and relevant theories are discussed in this section and used as a reference in this research. Two main parts are to be addressed. There are collaborative learning and critical thinking skills.

2.1 Theoretical Description

The theoretical description in this research includes two aspects, namely collaborative learning and critical thinking.

2.1.1 Collaborative Learning

Collaborative learning is a learning model where students work in groups to engage, negotiate, and interact to solve problems while learning by applying their cognitive and metacognitive skills (Alharbi et al., 2022). Macaro (1997) argued that learning problems can be solved by working together through collaborative learning. Macaro, in his book, states, "Collaborative learning involves learners working together to attain shared learning objectives, emphasizing cooperation over individual interactions with the teacher. Collaborative learning is characterized by learners valuing and respecting each other's contributions to the learning process. In context, the teacher's role becomes to facilitate these goals." (p.134).

In other words, the concept behind collaborative learning is that learning is social, including students conversing with each other. According to Kirschner &

Erkens (2006), through collaborative learning, students work in groups to complete common goals and share knowledge through conversation and interaction. Qureshi et al., (2021) stated that collaborative learning develops classrooms for active learning and is part of a comprehensive educational push to engage students in learning. Students should be able to demonstrate their collaboration abilities to work with various teams in an effective and helpful way. In a collaborative learning environment, students can also respond to teachers' questions in the best way (Devi et al., 2015).

According to Gonzales & Dinagsao (2021), the collaborative skills that students develop include being able to accept the opinions of others, working in a positive environment, giving each other positive support for the group, recognizing the work of others, and understanding others' points of view. They need to be able to show flexibility and a willingness to help others. Collaborative learning also helps students as it results in better language comprehension and getting more ideas from small group situations compared to the class as a whole (Macaro, 1997).

2.1.1.1 Factors that Influence Collaborative Learning

When working in groups, students are exposed to diverse viewpoints, ideas, and creativity that can challenge their assumptions and make them think more deeply. It also relates to some of the following factors of collaborative learning: it fosters a positive atmosphere, encourages empathy and effective communication, and equips students with conflict-resolution skills. First, it relates to students' emotional awareness. According to Daradoumis et al., (2013), emotions are defined as subjective experiences based on the context in which they

arise, which can be experienced in various situations and serve multiple functions in the academic environment. Feidakis et al., (2014) stated that in collaborative learning, emotional awareness is strongly related as students communicate subjective ideas and experiences to each other with affective states expressed through facial expressions, voice intonation, and body language.

The second factor is social interaction, defined as two-way communication involving two or more people, which is also the basis for achieving collaborative learning (Qureshi et al., 2021). Interaction has been defined as an important factor in supporting the success of collaborative learning among learners (Vuopala et al., 2016). According to Kuo et al., (2014), peer interaction increases students' motivation and interest, helps them pursue different ideas in depth, and improves their learning outcomes. Students who worked in collaborative learning perceived that they learned and explored more than students who studied independently.

The third factor is learning motivation, which is generally defined as a psychological compulsion that leads to cognitive engagement and ultimately achievement (Järvelä et al., 2010). When students' characteristics, goals, and situational demands clash and create conflict, strong negative emotions emerge, forcing individuals to control their emotions, social environment, and motivation. Therefore, collaborative learning relates to instructional strategies that generate motivation to carry out instructions to improve students' understanding of the material (Ghavifekr, 2020).

2.1.1.2 Assessing Collaborative Learning

Working together to achieve a common goal is at the heart of collaborative learning. This approach focuses on mutual support from group members, shared

accountability, and active engagement. Group work methods and outcomes are evaluated when assessing collaborative learning. According to Chopra & Kauts (2023), knowledge negotiation, social interaction, and positive interdependence are three important elements that can be used to assess collaborative learning.

First, knowledge negotiation involves an individual's understanding of others, a contribution process, verification of their understanding, feedback, and clarification (Beers et al., 2005). In collaborative learning, knowledge negotiation is an interactive process where students build and improve their understanding of a subject.

Second, collaborative learning is about sharing information and engaging in meaningful interactions among the members. As stated by Chopra & Kauts (2023), socio-emotional aspects play an important role in developing practical and meaningful social interactions. Therefore, group members should get to know each other.

Third, a fundamental idea in collaborative learning is positive interdependence, which emphasizes the connection between an individual's achievement and the success of the group as a whole. According to Trentin (2010), interdependence is when others are considered potential resources for achieving personal and group goals. It encourages people to collaborate to accomplish shared objectives by fostering a sense of shared accountability.

2.1.1.3 Challenges of Implementing Collaborative Learning

All group activities in collaborative learning require good cooperation skills between students to demonstrate the ability to work effectively, respect each other's different opinions, show flexibility, and a sense of helping each other.

However, several challenges still affect the effectiveness of collaborative learning. Pujiati (2023) stated that collaborative learning has some challenges, including distributing tasks and responsibilities. Students sometimes allow their classmates to do the work, thinking that their friends are more capable than themselves, and they believe that they cannot share ideas during discussions (Gonzales & Dinagsao, 2021). It can be challenging to distribute tasks and responsibilities in collaborative learning environments because of things like unequal contribution, complicated task allocation, differences in skill and knowledge, struggles with communication, lack of instructions, time constraints, conflicts, requirements for adaptability, unequal workloads, and the requirement for feedback mechanisms.

Another problem in collaborative learning is related to time management. Mariam et al., (2022) stated that time management is implemented in the learning process to monitor, evaluate, set goals, and utilize time that provides positive results. Time management in collaborative learning usually faces problems, especially with the different schedules of group members, which fails to complete the group assignment (Pujiati, 2023).

The other problem in collaborative learning is also related to the lack of student engagement. Hernández (2012) argued that students must understand that collaborative learning requires time, effort, and self-management. They take responsibility for their work, which involves agreeing to, planning, and managing group work. Each group member must have precise tasks and responsibilities throughout the group so that collaborative activities can work efficiently.

2.1.2 Critical Thinking Skills

Critical thinking is an important skill in developing education in the 21st century. According to Butterworth & Thwaites (2013), critical thinking is taken from Greek, which means the ability to evaluate, distinguish, or decide. In addition, critical thinking also relates to a set of attitudes: ways of thinking and responding. These attitudes include students' curiosity, flexibility, perseverance, confidence, honesty, and responsibility. These shape how students approach problems, evaluate information, and interact with their environment. Halpern (2002) defined "Critical thinking as a skill to improve desired outcomes and is goal-directed. Critical thinking ability is also an engagement to solve problems, formulate conclusions, calculate possibilities, and make decisions." (p. 6).

Dewey (1933) argued that thinking is a problem-solving process that elaborates reflective processes such as identifying, defining, selecting actions, suggesting solutions, and evaluating them. In other words, critical thinking can help students distinguish facts, decide on the right choice or solution, weigh the pros and cons, and decide on the best way to solve the problem. Critical thinking helps students understand their knowledge by reflecting on information, integrating knowledge, encouraging problem-solving skills, and developing metacognitive awareness.

Furthermore, Ennis (1985) stated that critical thinking is reflective and reasonable thinking used to decide what to do and what to believe. In addition, critical thinking challenges an idea by evaluating it and considering different perspectives to achieve new knowledge and answers (Moon, 2008). Students can

formulate questions, alternative answers, and experimental plans through creative activities that can help them think critically.

All that has been described above is supported by arguments in research conducted by Moeti et al., (2016) titled “Critical Thinking among Post-Graduate Diploma in Education Students in Higher Education: Reality of Fuss?” This study used a qualitative approach with an interview in the form of a focus group discussion. It aimed to investigate factors contributing to applying critical thinking among teacher trainees. From this research, it can be concluded that critical thinking is recognized as an important indicator of the quality of student learning.

Based on the findings of the theories above, critical thinking skills are of crucial importance in academia as they can help students make informed decisions, find problem-solving solutions, and communicate. Using critical thinking skills and applying several theories, such as one of Bloom's Taxonomy revised by Anderson et al., (2001), can improve students' ability to develop their critical thinking skills. In addition, critical thinking involves the active ability to analyze information, evaluate, and reflect on experiences.

2.1.2.1 The Essence of Critical Thinking Skills

Critical thinking is more than the ability to memorize. Critical thinking in students involves opening the mind, understanding context, and reflecting on thinking. According to Facione (2020), critical thinking is purposeful reflective judgment. It is a dynamic and reflective process that can encourage continuous learning, the ability to adapt to surroundings, and the development of perspectives. Facione stated several core critical thinking skills, including

interpretation, analysis, inference, evaluation, explanation, and self-regulation, which will be discussed in detail.

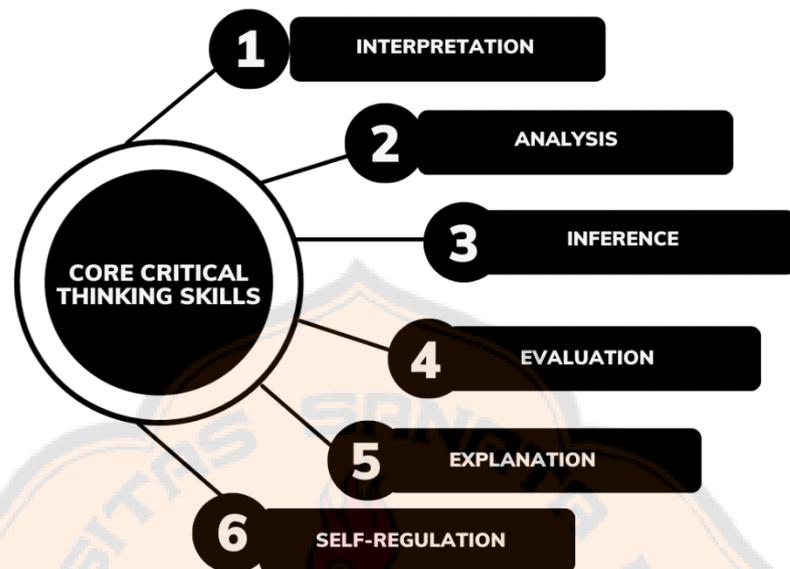


Figure 2.1 Core Critical Thinking Skills according to Facione (2020)

The first is interpretation. It is about understanding and uncovering the meaning of different experiences, situations, data, events, judgments, procedures, and criteria. Interpretation activities carried out by students include distinguishing the main idea of the text, organizing something learned, and clarifying ideas.

Second, it is about analysis. An analysis identifies the relationships among statements, questions, concepts, descriptions, and other representations intended to express beliefs, judgments, experiences, information, or opinions. Analysis in critical thinking involves processing complex information. This process assists students in understanding the structure on which information is based, identifying patterns, and making informed judgments. In analyzing information, one constantly examines, compares, and refers to personal experiences, values, and preferences (Horokhova, 2019).

Third, inference identifies and secures elements to draw reasonable conclusions and provide relevant information. Some activities demonstrate inference in critical thinking, such as reading comprehension and problem-solving scenarios.

Fourth, it is about evaluation. It means assessing the credibility of statements that are part of perceptions, experiences, beliefs, or opinions. Evaluation judges the quality, validity, and relevance of information, arguments, or solutions. When we think critically, we evaluate the results of our thinking and examine how well a decision was made and how successfully a problem was solved (Halpern, 2002). As stated by Svitlana (2022), evaluation also includes examining and critiquing other students' work in the presentation activity, and then other students provide feedback and suggestions.

The Fifth is about explanation. It is the ability to present an idea reasonably and coherently from the results of one's reasoning by explaining methods and results, proposing and defending good reasons, and presenting complete and reasoned arguments in the context of seeking the best understanding.

The last is about self-regulation. It is the control of one's cognitive activity and the application of skills in analysis and evaluation to one's judgment to question, inform, validate, or correct one's reasoning.

Critical thinking also requires a structural foundation from experts related to measuring students' thought improvement. Bloom et al., (1956) arranged the various behaviors represented in educational objectives: knowledge, comprehension, application, analysis, synthesis, and evaluation. Benjamin Bloom developed a system of thinking that went beyond traditional memorization

learning in education and encouraged 'higher-order' thinking. The original Bloom's Taxonomy just focused on cognitive skills broadly. It has been revised with the current educational practices by Anderson et al., (2001), including the two dimensions of educational objectives; the first is the cognitive process dimension, which consists of six cognitive processes: remembering, understanding, applying, analyzing, evaluating, and creating. The second dimension of educational objectives is the knowledge dimension.

According to Bloom's Taxonomy, revised by Anderson et al., (2001), the significant components of critical thinking skills refer to the last three levels of cognitive dimension: analyzing, evaluating, and creating. In the revised Bloom's taxonomy pyramid diagram, the higher the pyramid, the more advanced the student's skill level. The central core of Bloom's revised taxonomy is the several skills that teachers can develop for their students. It can make the students learn more effectively.

2.1.2.2 Fostering Critical Thinking in Students' Learning Activity

Fostering critical thinking skills in education, especially in student learning activities, involves creating an environment that supports and encourages the development of analytical, evaluative, and problem-solving skills. Recently, developing critical thinking skills is a teacher's job because, in the language classroom, the teacher's role is to teach students both language and critical thinking skills. As stated by Harizaj & Hajrulla (2017), here are some practical activities to foster students' critical thinking, such as information gap, role-play, simulation, jigsaw, surveys, and interviews.

According to Wilberding (2014), in his book “Teach Like Socrates: Guiding Socratic Dialogues & Discussions in the Classroom,” one of the other efforts in developing critical thinking skills is the Socratic method. The Socrates method is a pedagogical approach that encourages active engagement and critical thinking through guided questions and discussions. This Socratic method focuses on questions that facilitate higher-order thinking (HOTS). “Students will learn to verify assumptions, principles, reasons, and evidence of how to imagine and critique alternatives.” (p.2). If this pedagogical approach is done correctly, it will affect the empowerment of students in thinking and solving problems.

From the theoretical explanation for fostering students' critical thinking skills, some activities can be done by teachers as an effort to improve their critical thinking, such as information-gap activities, role-play activities, simulation activities, jigsaw activities, and the Socratic method that can stimulate dialogue and reflection critically. These activities involve students actively in learning. It also encourages them to analyze information, consider various points of view, and apply their knowledge to real contexts. By integrating these learning activities and methods, teachers can provide a dynamic atmosphere and learning environment to develop critical thinking skills and empower students to face challenges with curiosity, open-mindedness, viewpoints, and the ability to think independently.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Method

To solve the research problems, the researcher used quantitative and qualitative data to collect numeric and textual information. The mixed-methods research is a methodology chosen by the researcher. Mixed-methods research studies behavioral, social, and problems in which quantitative and qualitative data are collected and analyzed strictly based on research questions. The two forms of data are combined or "mixed" in a particular research design to obtain the best results and have insights into more comprehensive data than could be obtained using quantitative methods or qualitative data (Creswell & Creswell, 2018). Quantitative data can be measured numerically and analyzed using mathematical and statistical techniques. Quantitative analysis data can enrich causal findings from cases by providing a sharp numerical range to the questions (Seawright, 2016). While qualitative data refers to non-numerical information and is often collected through observations, surveys, open-ended questions, and interviews. Qualitative data analysis is generally about defining, categorizing, theorizing, explaining, and exploring (Bryman & Burgess, 1994). As a methodology, mixed-method includes philosophical assumptions to provide directions for collecting and analyzing data from multiple sources in a single study (Dawadi et al., 2021).

The researcher used this method because quantitative and qualitative research methods (mixed method) answer various questions, collect multiple data types, and provide different answers. Therefore, mixed methods can provide a better understanding and deeper information related to the research matter. In

other words, mixed methods are used to comprehensively understand research questions or problems by collecting quantitative and qualitative data. The method the researcher used is an explanatory sequential mixed methods design. In the explanatory sequential mixed methods design, data collection is divided into two stages: the first is to collect data quantitatively, analyze the results, and develop them for the second stage, the qualitative stage. The results of the first stage will also determine the type of participants and questions to ask the participants in the second stage (Creswell & Creswell, 2018). The researcher used this method because it can help refine quantitative data instruments. The qualitative data collected can inform the quantitative measures to capture the intended construct accurately. The quantitative data in this research focuses on numerical data from the participants using questions and responses as the instrument. Then, the qualitative data focuses on participants' perspectives and experiences related to the subject. The researcher collected observations, distributed closed-ended and open-ended questionnaires, and interviewed several participants.

3.2 Research Setting and Participants

This research was conducted at SMAN 1 Prambanan, Sleman, Yogyakarta, in the Academic Year of 2023/2024. This school is located in Jl. Raya Piyungan-Prambanan No. Km. 4,5, Majesem, Madurejo, Kec. Prambanan, Kabupaten Sleman, Daerah Istimewa Yogyakarta. The researcher used the cluster random sampling method to determine which classes would be sampled. Clusters are natural groupings of people such as from their environment, activities, or schools (Sedgwick, 2014). First of all, the population of all grade 12 students consists of four science classes and three social classes. Then, the researcher selected class

clusters randomly from each science and social class. The purpose is to be representative of each cluster. The total participants were 59 students, comprised of 39 females and 20 male students.

To avoid bias, the researcher invited the English teachers from each class to sign the consent form provided by the researcher (See Appendix B) as an agreement to conduct the research in their class.

3.3 Instrument and Data Gathering Techniques

This study indeed uses instruments to collect data from the intended respondents. As Heigham & Croker (2009) stated, the data-collecting techniques include observations, distributing questionnaires, and conducting interviews. The data sample collection from this study used a questionnaire that was shown to twelfth-grade students at SMAN 1 Prambanan and used data from interviews with students at SMAN 1 Prambanan to validate the data about their perceptions of collaborative learning to develop their critical thinking skills in English Language.

3.3.1 Observation

An Observation is conducted in the classroom by directly observing the situation and conditions during teaching and learning activities in the English class. According to Heigham & Croker (2009), observation is the conscious noticing and detailed examination of participants' behavior in a naturalistic setting. At the time of observation, the researcher entered the class with the teacher according to the time on the lesson schedule. It was conducted on Monday, November 13th, 2023. Here, the researcher saw the students' learning dynamics and how they learned new concepts together, completed tasks, and

worked together to solve problems and develop their critical thinking skills in English learning. (See Appendix C).

3.3.2 Questionnaire

A questionnaire is an instrument used in research that contains question-and-answer forms that respondents must fill in when conducting research. According to Roopa & Rani (2012), a questionnaire is the main means of collecting quantitative primary data, and a questionnaire enables quantitative data to be collected in a standardized way so that the data are internally consistent and coherent for analysis. There are 15 questions in total for the questionnaire (See Appendix 3). The researcher used a close-ended questionnaire with 12 questions in the form of a Likert scale, which consisted of several statements like “Strongly Disagree” (SD), “Disagree” (D), “Agree” (A), and “Strongly Agree” (SA). The Likert scale is a psychometric scale commonly used in research that employs questionnaires to measure social attitudes (Roopa & Rani, 2012). The researcher also provided three open-ended questions to give firm answers to the closed-ended questions. In the questionnaire, the researcher stated their perception of collaborative learning as a means of developing their critical thinking in English learning.

3.3.3 Interview

The last instrument used by the researcher is an interview. The researcher used an interview instrument in the form of Focus Group Discussions (FGD) that would become qualitative data to obtain in-depth information about students' perceptions, feelings, and experiences. By conducting interviews, it is possible to

gain information from students' experiences due to their open-ended nature so that students can explore themselves openly and freely. Interviews can also explore the emotional content between two people, thus providing a personalized and comprehensive understanding. Interviews were also conducted to get detailed answers related to what students felt about the challenges of collaborative learning and their strategies to improve critical thinking skills through collaborative learning. The researcher also took questions to ask the respondents from the questionnaire results that had been filled in. (See Appendix H). The researcher used Bahasa Indonesia to make it easier for respondents to answer each question because the participants are Senior High School students. This interview was conducted online through a Zoom meeting and formed in focus group discussions.

3.4 Data Analysis Technique

To analyze the data, the researcher processed data from Google Form answers and then conducted interviews with respondents to get deeper information. The researcher analyzed quantitative data from the questionnaire and qualitative data from an interview separately and then combined these two databases in an explanatory sequential design. The results of the first study, the quantitative data, were then used to plan the qualitative follow-up.

3.4.1 Questionnaire Data Analysis

In the questionnaire provided by the researcher, the statements were adjusted to the data needed. The questionnaire is designed using a Likert scale, and the answers from respondents are used to determine the level of agreement and disagreement according to their perceptions based on the statements given in the questionnaire. It also showed the participants whether they had positive

perceptions or not. The measurements used to compile the Likert scale are divided into four parts:

Table 3.1 Level of Measurement

Level of the Measurement	Statement Level
1 (%)	Strongly Disagree (SD)
2 (%)	Disagree (D)
3 (%)	Agree (A)
4 (%)	Strongly Agree (SA)

Every statement level has a score. The statement “strongly disagree” has one (1) point, while the statement “strongly agree” has (4) four points. The result of the lowest point would be twelfth, and the highest point would be forty-eight. The mean score between twelfth and forty-eight is thirty. Therefore, the researcher concluded that students’ positive perceptions occur when the mean score is more than thirty ($\bar{x} = 30$). Otherwise, the students’ negative perception occurs when the mean score is less than thirty ($\bar{x} = 30$). The criteria perceptions are presented in table 3.2:

Table 3.2 Criteria for Perception

Mean Score	Criteria
>30	Positive
≤30	Negative

The data is processed and analyzed using Excel. Then, after all the scores are obtained, the researcher uses descriptive statistics to describe the data in the

study, which is also complemented by simple graphical analysis to provide a simple summary of the sample and its measures. The researcher uses a central tendency to identify a single value representative of the entire frequency distribution. The purpose of central tendency is to provide an accurate description of the overall data obtained. The average is the most frequently used measurement, usually called the "mean" (Manikandan, 2011). The researcher categorized the answers chosen by the respondents based on the same level of agreement to be summed up and calculated the average using the formula formulated below:

$$\bar{X} = \frac{\sum x}{n} \times 100\%$$

$\sum x$ is the number of all participants who chose the same degree of agreement, while n is the total number of all participants.

3.4.2 Interview Data Analysis

The researcher analyzed data from open-ended questions and conducted interviews in Focus Group Discussions through the Zoom meeting application to support more detailed information. The researcher also analyzed the qualitative data by reviewing the answers from the forms provided and elaborating them into several paragraphs. The researcher also used coding to categorize and organize the data systematically and effectively. (See Appendix I).

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the researcher presents the data findings and then discusses the results based on the research questions. This chapter is divided into two parts. The first part is a finding of the research results from the questionnaire. Meanwhile, the second part discusses the interpretation of all findings. All the data are sourced from field observation, questionnaire results, and interviews with several participants based on their experiences and perceptions.

4.1 Research Findings

The first part of this chapter explains the results of the first question in this research. The researcher distributed an online questionnaire to 59 respondents, who are twelfth-grade students at SMAN 1 Prambanan. In this part, the researcher also presents a table of frequency distribution results and an analysis of the questionnaire results.

4.1.1 Frequency Distribution

The frequency distribution shows the frequency of all respondents' scores collected from the statements in the questionnaire. The researcher shows the frequency distribution of close-ended questionnaire results. The calculation of frequency distribution is gained by calculating the sum of respondents' scores.

Table 4.1 Frequency Distribution of Close-ended Questionnaire Result

No	Score	Frequency	%	Cumulative
1	29-32	2	3,4%	3,4%
2	33-36	28	47,5%	50,8%
3	37-40	11	18,6%	69,5%
4	41-44	8	13,6%	83,1%
5	45-48	10	16,9%	100,0%
TOTAL		59	100%	
$\bar{x}: 38,7$		$n: 59$	$SD: 4,7$	

Table 4.1 illustrates the highest frequency at number 2, ranging between 33 and 36 in a total of 28 participants. They were followed by number 3, ranging between 37 and 40, in a total of 11 participants. Moreover, the lowest frequency is the first, with two participants. The total mean score of the questionnaire is thirty-eight point seven ($\bar{x} = 38,7$). This means that the participants had a positive perception of the implementation of collaborative learning, which can develop students' critical thinking skills. As mentioned in Chapter III, the researcher concludes the students' perceptions based on the mean score. If the mean score is higher than thirty ($\bar{x} = 30$), which means the participants had a positive perception. The result will be concluded as a negative perception if the mean score is equal to or less than thirty ($\bar{x} = 30$). Furthermore, the standard deviation from the questionnaire result is 4,7.

4.1.2 Questionnaire Results Analysis

There will be three main sections to be discussed in this part. The first section explains students' knowledge contribution. The first section is divided into two parts: students' knowledge contribution to analyzing and evaluating and

students' knowledge contribution to creating. The second section presents students' social interaction, and the last section discusses how students solve problems in collaborative learning activities.

4.1.2.1 Students' Knowledge Contribution

In the first section, eight statements are going to be discussed. Statements 1 to 5 are about students' knowledge contribution to analyzing and evaluating, while numbers 6 up to 8 are about students' knowledge contribution to creating collaborative learning activities.

Table 4.2 Questionnaire Result on Students' Knowledge Contribution

Students' Knowledge Contribution to Analyzing and Evaluating							
No.	Statements	SD (%)	D (%)	A (%)	SA (%)	\bar{X}	(%) Positive
1.	When discussing with the group, I <u>express my thoughts and ideas clearly and critically</u> with my group members.	0 (0%)	2 (3,4%)	41 (69,5%)	16 (27,1%)	3,24	96,6%
2.	Working with friends in a group improved my ability to <u>analyze complex problems critically.</u>	0 (0%)	1 (1,7%)	36 (61,0%)	22 (37,3%)	3,37	98,3%
3.	When working in a group, I <u>analyze problems</u> from various points of view.	0 (0%)	2 (3,4%)	40 (67,8%)	17 (28,8%)	3,25	96,6%
4.	Collaborative learning activities encourage me to <u>ask questions critically and explore</u> deeper understanding.	0 (0%)	9 (15,3%)	38 (64,4%)	12 (20,3%)	3,02	84,7%
5.	Collaborative learning activities improved my ability to <u>evaluate and critique</u> ideas and arguments.	0 (0%)	4 (8,5%)	40 (67,8%)	14 (23,7%)	3,15	91,5%
TOTAL \bar{X}						16,03	
Students' Knowledge Contribution to Creating							
6.	When working in a group, I was able to use creative, critical thinking to <u>create new ideas and concepts.</u>	0 (0%)	2 (3,4%)	45 (78,0%)	11 (18,6%)	3,15	96,6%

7.	When working in a group, I was able to <u>create a critical opinion after reading a source of information.</u>	0 (0%)	6 (10,2%)	37 (62,7%)	16 (27,1%)	3,17	89,8%
8.	Working in a group in collaborative learning activities can improve my ability to <u>create a good argument.</u>	0 (0%)	2 (3,4%)	36 (61,0%)	21 (35,6%)	3,32	96,6%
TOTAL \bar{X}						9,64	

Table 4.2 shows the result of the first eight statements to determine how students' knowledge contributes to collaborative learning activities. In the first statement, it is shown that sixteen (27,1%) participants chose "strongly agree," forty-one participants (69,5%) chose "agree," and two participants (3,4%) chose "disagree." More than half of the participants considered that when they discussed collaborative learning activities, they expressed their thoughts and ideas clearly and critically. The total of positive perceptions on this statement is 96,6%. The following answer from the interview with students explains that she can express her thoughts and ideas by exchanging answers and ideas with other friends through collaborative learning activities.

"...from the group, I can express my thoughts and ideas more critically because there are many people in the group, so we can exchange answers; there are also many new ideas from the other friends that are not always in my perspective. So, exchanging ideas with friends can make the answers richer..." (Iib.P4)

Second, the questionnaire result showed that twenty-two participants (37,3%) chose "strongly agree," thirty-six participants (61,0%) chose "agree," and one participant (1,7%) chose "disagree." This statement shows that 98,3% of students agreed, and they had a positive perception that collaborative learning activities can enhance students' ability to analyze complex problems more

critically. Group work in collaborative learning activities also positively impacts cognitive processes and problem-solving skills.

O-E: Open-Ended

“Of course, because when we are working in groups, we are required to complete the task, and if it is done, we can divide the task according to our portion and do it according to our thoughts.” (O-E.P50)

“Collaborative learning with friends can improve my critical thinking because, through collaborative activities, we can share ideas and get perspectives from different friends, too. It improves my critical thinking. For example, when we compose argument texts and so on, the results of the sentences become better. (IIa.P6)

Third, it is presented that only two participants (3,4%) chose “disagree,” forty participants (67,8%) chose “agree,” and seventeen participants (28,8%) chose “strongly agree.” It can be inferred that fifty-seven participants felt they could analyze problems from different perspectives through collaborative learning. The percentage of positive perceptions on this statement is 96,6%. This means that collaborative learning activities enhance their mindset and encourage them to consider various points of view that lead to problem-solving.

“...With collaborative learning, we can think critically because first, we can discuss with each other. By discussing, we can complete our assignments because of the different perspectives, and we can exchange answers and ideas. We also practice solving the problems from there and exploring many ideas so the task is completed...” (IIa.P4)

Fourth, based on the data provided, there are twelfth participants (20,3%) who chose “strongly agree,” and thirty-eight participants (64,4%) who chose “agree” with this statement. Meanwhile, nine participants (15,3%) decided to “disagree” with this statement. The number of participants who chose “disagree” on this statement was higher than the other statements. Most participants (84,7%)

had positive responses and perceptions towards questioning and exploring activities. However, a minority of 15,3% disagreed, showing that other factors influenced their perspective. As a whole, collaborative learning activities positively impacted students' ability to ask questions critically and for deeper understanding. One of the other ways to develop critical thinking skills is through the Socratic method, which encourages active engagement and critical thinking through guided questions and discussions (Wilberding, 2014).

“Because in groups, we can exchange ideas, views, or other knowledge that we have never known before.” (III.P4)

Fifth, it was found that collaborative learning activities improved students' ability to evaluate and critique ideas and arguments. Four participants (8,5%) chose “disagree,” forty participants (67,8%) stated “agree,” and fourteen participants (23,7%) chose “strongly agree.” Therefore, it can be concluded that collaborative learning had a positive impact on the individuals' ability to evaluate and criticize ideas and arguments. The total positive perception of this statement is 91,5%. This showed the effectiveness of collaborative learning in developing students' critical thinking and analytical skills. Some students gave their answers in the open-ended interview, and during the discussion, they had different opinions and exchanged their opinions. This made them think more critically to be able to complete their tasks.

O-E: Open-Ended

“Yes. Because during discussions we accept several opinions from our friends, which helps us to think more clearly and critically” (P45. O-E)

“In my opinion, we can. Because if we are in a group, we have different opinions. Well, that can be made into one for consideration. If something

is not right, we can correct each other. So, it is like exchanging knowledge, too.” (IIa.P2)

“We are forced to have an opinion. Besides that, if we have an opinion, there are certainly many different points of view, so we can also defend our ideas. Apart from respecting others, we also defend our points of view.” (IIb.P5)

Sixth, the questionnaire result shows that most of the participants chose to agree. Forty-five (78,0%) stated “agree,” and eleven (18,6%) participants chose “strongly agree.” It can be concluded that this statement had a positive perception (96,6%) of students’ creativity in critically creating new ideas and concepts.

“From my point of view, it is possible, right? We discuss this in the group, and we exchange ideas, so it is like later we can know where the direction is, what the solution is.” (III.P1)

Seventh, as shown in Table 4.2, sixteen (27,1%) participants stated “strongly agree,” and thirty-seven (62,7%) participants stated “agree.” The participants who chose “disagree” counted as many as six (10,2%) participants. The total of positive perceptions on this statement is 89,8%. It indicates that collaborative learning in a group environment provides diverse perspectives and insights to developing informed viewpoints.

“...we can gather some information. For example, if we can search on the internet, then from there, we can conclude an answer so that we can complete the assignment and get new knowledge from friends. So, it is possible to find solutions from collaborative learning activities” (III.P4)

From this statement, the participant said they can gather information from various sources such as the internet and discuss with their friends to complete the task. This implies that collaborative learning helps students solve problems collectively, utilizing different sources and perspectives to solve problems. In this

case, it means that the effectiveness of collaborative learning can encourage information exchange, critical thinking, and new knowledge.

Last, in this section, twenty-one participants (35,6%) chose “strongly disagree,” thirty-six participants (61,0%) stated “agree,” and the remaining two participants (3,4%) chose “disagree.” This statement positively perceives students’ ability to make good arguments when conducting group discussions (96,6%).

O-E: Open-Ended

“Yes, of course. We can state our arguments so that we can get the right answer.” (P41. O-E)

“Yes, because by thinking critically in groups, we can collect arguments from individuals, and we can make conclusions from arguments between individuals.” (P46. O-E)

The participants’ answers indicate that students’ knowledge contribution is crucial in collaborative learning activities. Students’ knowledge and critical thinking are still the main components that significantly impact the effectiveness and outcomes of this collaborative learning. The total mean score for analyzing and evaluating aspects is 16,03, with a positive percentage range of 84,7% - 98,3%. The total mean for creating an aspect is 9,64 in a positive percentage range of 89,8% - 96,6%.

4.1.2.2 Students’ Social Interaction

In this second section, two statements are going to be explained. These statements from numbers nine and ten are about the students’ social interaction with their friends.

Table 4.3 Questionnaire Result on Students' Social Interaction

No.	Statements	SD (%)	D (%)	A (%)	SA (%)	\bar{X}	(%) Positive
9.	Collaborative learning activities encourage me to <u>listen actively and critically to other people's ideas and arguments.</u>	0 (0,0%)	0 (0,0%)	44 (74,6%)	15 (25,4%)	3,25	100,0%
10.	I believe that the <u>feedback and input from my group members in collaborative learning have positively affected my critical thinking skills.</u>	0 (0,0%)	1 (1,7%)	39 (66,1%)	19 (32,2%)	3,31	98,3%
TOTAL \bar{X}						6,56	

As can be seen in Table 4.3, two statements related to the student's social interaction in collaborative learning activities. In the first statement of this section, most of the students stated "agree," as many as forty-four (74,6%) participants and the other fifteen (25,4%) participants stated, "strongly disagree." There were no participants who stated "disagree." The percentage of positive perceptions on this statement is 100,0%. It means that all participants had a positive perception of this statement.

O-E: Open-Ended

"Of course. I can think critically and listen to different opinions from other friends. Then we put our opinions together." (P48. O-E)

In the last statement of this section, nineteen (32,2%) participants chose "strongly agree," thirty-nine (66,1%) participants chose "agree," and a participant (1,7%) chose "disagree." A total of 98.3% of participants stated that they agreed with this statement. This statement confirmed the positive perceptions of collaborative learning towards feedback in developing critical thinking skills.

“For me, I can collaborate with friends rather than individually because if I do something, sometimes I do not think about it, my friends can think of it, give ideas to me so I can add knowledge, and can add more ideas to discuss like that.” (IIb.P6)

From the statements above, it can be concluded that through feedback and input from other members, each individual is provided with new diverse perspectives that can encourage more understanding and analytical thinking about the material. The results showed a positive percentage range of students' social interaction, which is 98,3% - 100,0%, with a total mean score of 6,56. Exchanging ideas among group members creates an atmosphere for opposing assumptions and exploring multiple points of view, which can improve students' ability to think critically and solve problems. Furthermore, some challenges are also felt by students related to their interaction. In the interviews conducted by the researcher, students said that some group members were not actively involved, and it became a challenge for them to complete the task.

“Because there are many of us, sometimes in groups, there are more than two people, and not all of them are serious. Sometimes, some play with their handphones, and some do not participate in the work. So maybe that is what inhibits our critical thinking skills. Then, if it is a challenge, maybe we will be faced with people who sometimes some people do not want to participate in doing the task. There may be one or two people out of six who do not do it. That is the challenge.” (V.P3)

Another challenge found by the researcher is the imbalanced distribution of tasks in collaborative learning, which leads to inequality in contributions, lack of student engagement, and hindered exchange of critical ideas. This impacts students' critical thinking skills by decreasing their opportunities to participate actively and discuss.

“...The second might be the distribution of tasks. Sometimes, we tell them to do the assignment to ensure there is a distribution of tasks. Sometimes, some contribute more, and some only contribute a little. Well, in my opinion, that is also an obstacle to maximizing the discussion. If the distribution of tasks is uneven, it will burden some people.” (V.P6)

4.1.2.3 Problem-Solving

In this last section, two statements are going to be discussed. These statements from numbers eleven and twelve discuss how the students solve the problem in collaborative learning activities.

Table 4.4 Questionnaire Result on Problem-Solving

No.	Statements	SD (%)	D (%)	A (%)	SA (%)	\bar{X}	(%) Positive
11.	Collaborative learning activities allow me to <u>see multiple problem-solving and critical analysis perspectives.</u>	0 (0,0%)	1 (1,7%)	40 (67,8%)	18 (30,5%)	3,29	98,3%
12.	While working in a group, I critically <u>find creative and effective solutions when faced with problems.</u>	0 (0,0%)	2 (3,4%)	44 (74,6%)	13 (22,0%)	3,19	96,6%
TOTAL \bar{X}						6,47	

Table 4.4 shows the results of problem-solving in collaborative learning activities. From the results of the first statement, a total of eighteen participants (30,5%) stated “strongly agree,” forty participants (67,5%) stated “agree,” and the rest (1,7%) stated “disagree.” From this statement, it can be seen that students’ positive perceptions of collaborative learning provide an exploration of viewpoints in problem-solving skills (98,3%).

O-E: Open-Ended

“Because I can assess from many points of view, not just mine, but also from my other friends. Maybe my point of view is less effective, but my

friends' point of view is more efficient, so I prefer the more efficient way." (P50. O-E)

"From collaborative learning in class, we can find solutions because each friend had their perspectives to complete the task, and from there, the task can be completed well and get the best results." (III.P6)

In the last statement, most of the participants, a total of forty-four (74,6%), chose "agree," thirteen participants (25%) stated "strongly agree," and two participants (3%) chose "disagree." The positive perception of this statement is 96,6%. In this statement, it can be concluded that working with the group in collaborative learning activities can enhance students' ability to critically construct a creative and effective solution to solve the problem. This emphasizes the importance of individual cooperation in fostering creativity and efficiency in problem-solving.

O-E: Open-Ended

"Yes, because it allows students to understand each other and find effective solutions to the problems discussed. This process can help us to reduce conflict and improve relationships between students or groups." (P21. O-E)

"For me, it should be possible because that is what it is. In collaborative learning, there are many different opinions, so we should be able to find a solution to what we are looking for." (III.P3)

"By discussing with the group, we can change our thoughts, ideas, and different perspectives. Then, we can think about the right solutions" (P26. O-E)

Based on the last section, it can be concluded that students can deal with problems in groups by formulating creative and effective solutions. This shows that collaborative learning provides a positive atmosphere for problem-solving. Furthermore, it can be seen that teamwork can overcome challenges easily. The

diverse backgrounds and experiences of individuals in the group enhance the learning experience, stimulating their critical thinking and problem-solving skills. In addition, collaborative learning also fosters responsibility between individuals and a sense of helping each other.

4.2 Research Discussion

The second part of this chapter explains the discussions of the research findings and the interpretation of the data collected. A deeper understanding of the research phenomenon will be obtained through the exploration of the research discussion, thus contributing to the further development of knowledge in this field.

4.2.1 Developing Critical Thinking Skills through Collaborative Learning Activities

From the research findings above, it can be seen that collaborative learning activities at SMAN 1 Prambanan have been well implemented. The students also have a good perception of the purpose of collaborative learning, which is to improve their critical thinking skills. As Ishler et al. (1998) explained, collaborative learning is an instructional strategy where students work actively in groups to improve their learning. On the other hand, collaboration skills among students such as accepting opinions, working in a positive environment, acknowledging others' work, and understanding others' points of view (Gonzales & Dinagsao, 2021). Some aspects, such as students' knowledge contribution, students' social interaction, and problem-solving, became the key findings in this research. Based on the data, students at SMAN 1 Prambanan showed positive

perceptions towards collaborative learning to develop their critical thinking skills in English learning.

Regarding the students' knowledge contribution aspect, the participants' answers showed that the contribution of students' knowledge is very important in collaborative learning. As stated by Chopra & Kauts (2023), knowledge contribution refers to openly sharing knowledge, agreeing to ideas or opinions, listening to others' perspectives, seeking alternatives, and persuading group members to achieve a common goal. Students' knowledge and critical thinking are still the main components that affect the effectiveness and outcome of these collaborative learning activities. From the results gained, more than half of the participants consider that they can express their thoughts and ideas more critically in collaborative learning. It is also represented by Agustina (2022) that one of the benefits of collaborative learning is to encourage students to get various ideas to gain an understanding that leads to higher-level thinking. In addition, students said that they can get new knowledge from the other friends, and they can make a good conclusion from their arguments. It indicates that collaborative learning positively impacts an individual's ability to evaluate, criticize, and create new concepts.

The second key finding provides positive results on the students' social interaction in collaborative learning activities. According to Kirschner & Erkens (2006), through collaborative learning, students work in groups to complete common goals and share knowledge through conversation and interaction. Collaborative learning is significantly related to the process of social interaction between students that enhances their cognitive abilities (Purbasari et al., 2023).

Social interaction is one of the important things in collaborative learning activities. It relates to socio-emotional aspects that are important in developing practical and meaningful social interaction (Chopra & Kauts, 2023). In the interviews conducted by the researcher, students said they got new ideas from their friends that they had not thought of before, thus creating new understanding for them. From this interaction, feedback between students occurs, and this provides diverse perspectives and explores deep understanding that can improve students' critical thinking. Social interaction is one of the characteristics of collaborative learning where students discuss to achieve learning achievement and reduce the gap between them (Supena et al., 2021)

The last key finding is about problem-solving in collaborative learning activities. Macaro (1997) argued that learning problems can be solved by working together through collaborative learning. The students said that collaborative learning provides an exploration of viewpoints in problem-solving skills. Here, students used their critical thinking to solve problems. As stated by Ginting & Kuswandono (2020), critical thinking skills are very important in problem-solving and decision-making. They can find solutions because each group member has their own perspectives on completing the task, and then the task can be completed well and get the best result. Working together in collaborative learning activities allows students to actively engage in the learning process and improve their confidence and problem-solving skills (Gavali & Banu, 2020).

4.2.2 Challenges of Collaborative Learning in Developing Students' Critical Thinking Skills in The English Language Class

Collaborative learning in English language class at SMAN 1 Prambanan Sleman has been applied to several materials such as news items, argumentative text, discussion text, grammar, and many more. Nevertheless, they are not separated from the challenges faced by both individuals and groups in implementing it. This second part will discuss the answer to the second research question: "What are the challenges of collaborative learning in developing students' critical thinking skills in the English language class?". Facione (2020) mentioned that critical thinking is a dynamic and reflective process that enhances continuous learning, the ability to adapt to the environment, and the development of perspectives. Moon (2008) stated that critical thinking is a challenge to challenge an idea by evaluating it and then considering different perspectives to gain new knowledge and answers. The researcher found that most English class students faced challenges in collaborative learning activities that affected their critical thinking skills.

In the interview through Focus Group Discussion (FGD) conducted by the researcher with students, they said that group members had difficulty expressing their ideas and thoughts, especially in English, so they felt reluctant to work together with their friends. The difficulty understanding the context in English is a challenge for them compared to using Bahasa Indonesia, as stated by one of the students: "... it's difficult, especially since this is an English presentation, so it cannot be like Indonesian" (V.P2). In addition, they are also afraid of using incorrect grammar in English, so they are not actively engaged and let other

friends do the work because they think their friends are more capable than them, and they cannot share ideas during the discussion (Gonzales & Dinagsao, 2021). Butterworth & Thwaites (2013) mentioned that critical thinking is related to how students think and respond, including curiosity, flexibility, persistence, confidence, honesty, and responsibility. However, in this case, some students lack critical thinking skills when working in groups because their way of thinking tends to be passive, and they lack confidence in understanding the English context.

As stated by Pujati (2023), other challenges in collaborative learning include distributing tasks and responsibilities. Here, the researcher found that sometimes students felt that the distribution of tasks and responsibilities between group members was unfair, which leads to inequality between individuals that can have an impact on the final results of the tasks. Halpern (2002) defined critical thinking ability as an engagement to solve problems, formulate conclusions, calculate possibilities, and make decisions. Furthermore, it has an impact on students' critical thinking skills, leading to knowledge inequity among group members and thus hindering the group's effectiveness in solving problems. In addition, students said that differences of opinion often cause conflict between individuals in collaborative learning. This is due to the social interaction factor between group members in collaborative learning. As mentioned by Chopra & Kauts (2023), socio-emotional aspects play an important role in developing practical and meaningful social interaction. Therefore, group members should get to know each other.

Moreover, other factors also influence collaborative learning in order to improve students' critical thinking skills. In this case, learning motivation becomes very important in the quality of education and in supporting the development of critical thinking when doing collaborative learning activities. Motivation is defined as the drive to satisfy individual needs that cause a person to want to know, act, understand, believe, or acquire certain skills (Filgona et al., 2020).

Some students also said that they would be too lazy to have group discussions if they were not motivated. If this happens, it will be a challenge that also affects their ability to think critically, which affects the final result of their discussion. This is different from students who have high learning motivation because they are willing to work on their assignments, can overcome challenges, work independently, and do not get bored doing their work (Bakar, 2014).

In addition, the emotional awareness of students also affects collaborative learning activities. When learning becomes a process that involves social interaction, more aspects contribute to the individual's emotional experience (Mänty et al., 2020). One of the students said that "...from emotional awareness, if we are just in a bad mood or not excited, well, this is related to learning motivation; it will also affect how we interact with friends, how we are excited or not to get answers or maximum discussion results. Now, if, for example, we are in a good mood, it will also automatically affect learning motivation so that we are also more eager to discuss with friends. Therefore, a good mood also affects us so that we can finally ask a lot of questions to friends, ask each other questions with

friends so that we can dig up a lot of information so that the results are good.”

(IV.P4)

In the interview, a student said the task would be completed quickly when they were in a good mood to work with their friends. Besides that, they find it easy to solve problems in their group. On the other hand, when they are in a bad mood, they find it difficult to think critically, and their thinking will be interrupted.

To overcome the challenges above, several students said that the most important way in collaborative learning is the distribution of tasks that should be balanced and not overwhelm one of the group members as we know that distributing tasks and responsibilities are the challenges in collaborative learning activities (Pujiati, 2023). With a balanced distribution of tasks, each student can express their ideas and apply their analytical thinking, which involves complex information processes such as identifying the relationship between statements, questions, and concepts (Facione, 2020). After completing the tasks, students evaluate their contribution and think of ways to solve the problem using their critical thinking skills so that the problem can be solved (Halpern, 2002).

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

In this chapter, the researcher explains two main parts, namely, conclusions and recommendations. In the conclusions part, the researcher elaborates on the answers to the research questions and concludes the major findings and discussion. The researcher offers some recommendations based on the research limitations in the recommendation part.

5.1 Conclusions

This research is designed to determine students' perceptions of implementing collaborative learning activities to develop their critical thinking skills in the English class at SMAN 1 Prambanan. These conclusions are focused on the answers to research questions. To answer the first research question about students' perceptions of collaborative learning to develop their critical thinking skills, the researcher gathered the data by distributing the questionnaire to students as the participants of this research and then to answer the second research question about the challenges of collaborative learning in developing students' critical thinking skills, and the researcher conducted an interview with Focus Group Discussion (FGD) with several participants.

The data analysis shows that students at SMAN 1 Prambanan have positive perceptions of implementing collaborative learning activities to develop their critical thinking skills in the English class. Most students agree that knowledge contributions in collaborative learning activities can develop their critical thinking skills. As a result, the participants considered that when they discussed collaborative learning activities, they expressed their thoughts and ideas

clearly and critically. Besides that, students also evaluated and critically created a good argument. Students also showed positive perceptions related to social interaction. They can interact with each other and exchange ideas to increase their understanding. Through feedback and input from other members, students can improve their ability to think critically and solve problems. Meanwhile, problem-solving skills in collaborative learning also increase learning effectiveness because students tend to be active, and positive feedback from their friends can encourage them to find creative solutions to solve problems.

The other results found by the researcher are that students still encounter several challenges in collaborative learning activities in this English class. They still have difficulty understanding the English context compared to the Indonesian context and are afraid of grammatical errors. So, some group members tend to be passive while discussing. This also affects their critical thinking abilities. Another challenge the researcher found was an imbalance in the distribution of tasks between group members in collaborative learning activities. This resulted in some individuals not working well because they only involved members of the dominant group. This impacts students' critical thinking skills, hindering the group's problem-solving effectiveness. Therefore, several factors, such as students' emotional awareness, social interaction, and learning motivation, influence collaborative learning and create good results.

5.2 Recommendations

Based on the research findings, it could be seen that students have positive perceptions towards collaborative learning activities to develop their critical thinking skills in the English language class. The researcher also realized that this

research has some limitations. This research only focuses on students' perceptions of implementing collaborative learning activities to develop their critical thinking skills without focusing on the implementation practices. In other words, the researcher used the Likert scale, which only consists of four levels of measurement. The researcher had several intentions in using it, such as providing choices that are simple and easy for respondents to understand, providing answer choices that focus on respondents' attention with their perceptions without other considerations, and providing an easy way to analyze the data.

Therefore, the researcher would like to give recommendations for future researchers who want to research related topics. For the next research, future researchers can develop related topics by focusing on the implementation practices not only based on students' perceptions. Future researchers can use Classroom Action Research (CAR) to gain in-depth research on learning implementation. Not only that but if future researchers use a questionnaire, they can use a Likert scale with five levels of measurement to provide a level of satisfaction with the respondents' answers and a better understanding of the respondents' opinions.

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APPENDICES

APPENDIX A

Research Permission Letter



Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
Y O G Y A K A R T A

Nomor : 144/Pnlt/Kajur/JPBS/X/2023
Hal : Permohonan izin Penelitian

Kepada
Yth. Kepala Sekolah SMA N 1 Prambanan
Yogyakarta

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,
Nama : Alexandra Givela Princess Axelia
No. Mahasiswa : 201214072
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Semester : Gasal 2023-2024

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi / Makalah, dengan ketentuan sebagai berikut:

Tempat : SMA N 1 Prambanan
Waktu : 7 November – 30 November 2023
Topik : THE IMPLEMENTATION OF COLLABORATIVE LEARNING TO DEVELOP CRITICAL THINKING SKILLS IN THE ENGLISH LANGUAGE CLASS BASED ON STUDENTS' PERCEPTION AT SMA N 1 PRAMBANAN SLEMAN

atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 1 November 2023
u.b. Dekan,
Ketua Jurusan Pendidikan Bahasa dan Seni



Tembusan Yth.:
1. Dekan FKIP

Laos Mbato, M.A., Ed.D.
NPP: 1948

APPENDIX B

Consent Form

Consent Form

(Lembar Persetujuan Penelitian)

I am undersigned below: *Latifah Nur Dwiyanti*

Name :

Occupation : *English Teacher*

Address : *Tegalsari Tegaltirto Berbah*

Declare that students in my class are willing to be respondents on the research that will be carried out in class with the researcher, namely:

Name : Alexandra Givela Princess Axelia I

Student Number : 201214072

Address : Grogolsari, Juwangen, Purwomartani, Kalasan, Sleman,
Daerah Istimewa Yogyakarta

Title of Study : **The Implementation of Collaborative Learning to Develop Critical Thinking Skills in the English Language Class Based on Students' Perceptions at SMAN 1 Prambanan Sleman**

The activities carried out by the researcher during the research process include:

1. Observation
2. Data sampling from students
3. Interview

All data gathered, including personal identity, will be kept private and only used for research purposes.

Furthermore, as a teacher, I ask you to agree to conduct this research in your class by signing this consent form and following the researcher's directions.

Yogyakarta, *13 November* 2023
Teacher,

Latifah Nur Dwiyanti
(*Latifah Nur Dwiyanti*)

Consent Form**(Lembar Persetujuan Penelitian)**

I am undersigned below:

Name : Dian Suseptyaningtyas, S.Pd

Occupation : English Teacher

Address : Jobohan RT02 RW22 Bokoharjo Prambanan

Declare that students in my class are willing to be respondents on the research that will be carried out in class with the researcher, namely:

Name : Alexandra Givela Princess Axelia I

Student Number : 201214072

Address : Grogolsari, Juwangen, Purwomartani, Kalasan, Sleman,
Daerah Istimewa Yogyakarta

Title of Study : **The Implementation of Collaborative Learning to Develop Critical Thinking Skills in the English Language Class Based on Students' Perceptions at SMAN 1 Prambanan Sleman**

The activities carried out by the researcher during the research process include:

1. Observation
2. Data sampling from students
3. Interview

All data gathered, including personal identity, will be kept private and only used for research purposes.

Furthermore, as a teacher, I ask you to agree to conduct this research in your class by signing this consent form and following the researcher's directions.

Yogyakarta, 13 November 2023
Teacher,



(Dian Suseptyaningtyas, S.Pd)

APPENDIX C

Observation Sheet

Class: XII MIPA 2 (Discussion text)

Time: 08.30-09.55

No	Indicators	Action	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	Enthusiasm during Learning	- Students pay attention to the teacher's explanation			✓		
		- Students listen to the instructions from the teacher				✓	
		- Students actively answer the teacher's questions		✓			
2.	Engagement in Group Discussion	- Students actively participate in group discussions					✓
		- Students are contributing their ideas and opinions				✓	
		- Students demonstrate a willingness to listen to group members and consider alternative perspectives				✓	
		- Students are fostering a positive and collaborative atmosphere			✓		
3.	Critical Analysis of Information	- Students evaluate information critically				✓	
		- Students effectively synthesize information from various sources				✓	
		- Students ask					

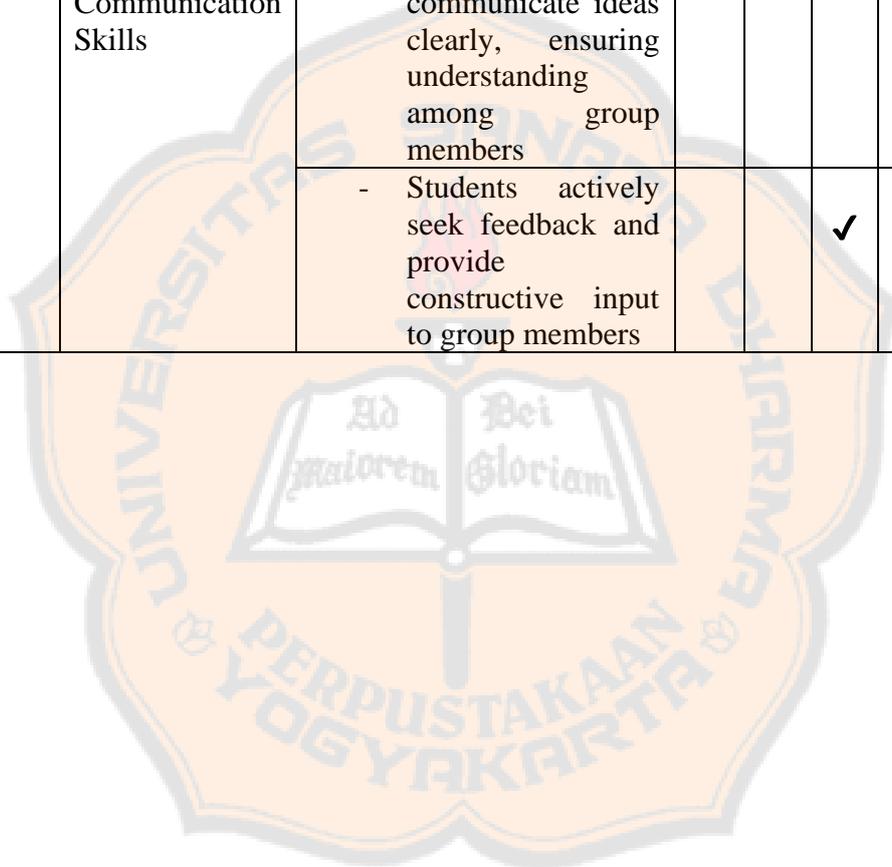
No	Indicators	Action	SD (1)	D (2)	N (3)	A (4)	SA (5)
		insightful questions to deepen their understanding of the topic under discussion with the group			✓		
4.	Problem-Solving Skills	- Students actively engage in problem-solving tasks within the group					✓
		- Students collaborate effectively with the group to address challenges and find creative solutions					✓
5.	Effective Communication Skills	- Students communicate ideas clearly, ensuring understanding among group members				✓	
		- Students actively seek feedback and provide constructive input to group members		✓			

Class: XII IPS 1 (Procedure Text)

Time: 13.15-13.55

No	Indicators	Action	SD (1)	D (2)	N (3)	A (4)	SA (5)
1.	Enthusiasm during Learning	- Students pay attention to the teacher's explanation				✓	
		- Students listen to the instruction from the teacher			✓		
		- Students actively answer the teacher's questions					✓
2.	Engagement in Group Discussion	- Students actively participate in group discussions				✓	
		- Students are contributing their ideas and opinions				✓	
		- Students demonstrate a willingness to listen to group members and consider alternative perspectives				✓	
		- Students are fostering a positive and collaborative atmosphere					✓
3.	Critical Analysis of Information	- Students evaluate information critically			✓		
		- Students effectively synthesize information from various sources				✓	
		- Students ask insightful questions to deepen their understanding of the topic under discussion with the group			✓		
4.	Problem-	- Students actively					

No	Indicators	Action	SD (1)	D (2)	N (3)	A (4)	SA (5)
	Solving Skills	engage in problem-solving tasks within the group					✓
		- Students collaborate effectively with the group to address challenges and find creative solutions					✓
5.	Effective Communication Skills	- Students communicate ideas clearly, ensuring understanding among group members				✓	
		- Students actively seek feedback and provide constructive input to group members			✓		



APPENDIX D

Close-ended Questions Blueprint

Theories	Aspects	Indicators	Statement
<p>- Exchanging thoughts and opinions among group members</p> <p><i>Collaboration implies interaction among individuals to produce a product and involves negotiations, discussions, and accommodating others' perspectives (Kozar, 2010)</i></p>	<p>Knowledge Contribution</p>	<p>Students are able to exchange thoughts and opinions with each other.</p>	<p>1. Ketika berdiskusi dengan kelompok, saya <u>mengungkapkan pikiran dan ide saya dengan jelas secara kritis</u> dengan teman sekelompok saya.</p>
<p>- Analyze the focus of the problem, questions, statements, arguments, and opinions.</p> <p><i>The analysis involves determining the desired and actual inferential relationships between statements, questions, concepts, descriptions, or other forms of representation intended to express beliefs, judgments, experiences, information, or opinions (Facione, 2020).</i></p>		<p>Students are able to separate and examine ideas. It also identifies the information or opinions.</p>	<p>2. Bekerja dengan teman dalam sebuah kelompok meningkatkan kemampuan saya untuk <u>menganalisis masalah-masalah yang kompleks secara kritis.</u></p> <p>3. Ketika bekerja dalam kelompok, saya <u>menganalisis permasalahan</u> dari berbagai macam sudut pandang.</p> <p>4. Kegiatan pembelajaran kolaboratif mendorong saya untuk <u>mengajukan pertanyaan dengan kritis</u> dan mencari pemahaman yang lebih dalam.</p>
<p>- Determining the</p>		<p>Students are</p>	<p>5. Pembelajaran kolaboratif</p>

Theories	Aspects	Indicators	Statement
<p>credibility of a source or information.</p> <p><i>Evaluation means assessing the credibility of statements and the logical strength of the actual relationship among statements (Facione, 2020).</i></p>		<p>able to assess the credibility of statements or other representations based on the evidence</p>	<p>meningkatkan kemampuan saya dalam <u>menevaluasi dan mengkritisi ide dan argument.</u></p>
<p>- Choosing and creating logical, relevant, and accurate arguments.</p> <p><i>Creating produces something unique and refers to a goal that can be performed by all students. Creating also requires creative thinking from students (Anderson et al., 2001).</i></p>		<p>Students are able to create new ideas.</p>	<p>6. Ketika bekerja dalam kelompok, saya mampu <u>menciptakan pemikiran kreatif secara kritis</u> yang menghasilkan ide dan konsep baru.</p> <p>7. Saya dapat <u>membuat pendapat secara kritis</u> setelah saya membaca suatu sumber informasi.</p> <p>8. Bekerja dengan teman-teman sekelompok dalam pembelajaran kolaboratif dapat meningkatkan kemampuan saya untuk <u>membuat keputusan</u> yang tepat.</p>
<p>- Interaction skills among group members.</p> <p><i>Collaboration requires social interaction that requires communication media, trust, respect,</i></p>	<p>Social Interaction</p>	<p>Students are able to collaborate and interact with each other.</p>	<p>9. Kegiatan pembelajaran kolaboratif mendorong saya untuk <u>mendengarkan secara aktif terhadap ide dan argumen orang lain secara kritis.</u></p>

Theories	Aspects	Indicators	Statement
<p><i>belonging, and a sense of community among group members (Chopra & Kauts, 2023).</i></p>			<p>10. Saya percaya bahwa umpan balik dan masukan dari teman sekelompok saya dalam pembelajaran kolaboratif telah <u>mempengaruhi kemampuan berpikir kritis saya secara positif.</u></p>
<p>- Solve problems related to the situation logically and systematically.</p> <p><i>Problem-solving is a process needed to complete a task, and it logically requires considerable thought and planning, as well as systematic strategies and methods (Butterworth & Thwaites, 2013).</i></p>	<p>Problem-Solving</p>	<p>Students are able to solve the problems related to the situation.</p>	<p>11. Pembelajaran kolaboratif memungkinkan saya untuk <u>melihat nilai dari beragam sudut pandang pemecahan masalah dan analisis kritis.</u></p> <p>12. Saya <u>mencari solusi yang kreatif dan efektif secara kritis</u> ketika dihadapkan oleh masalah pada saat bekerja dalam kelompok.</p>

APPENDIX E

Open-ended Questions Blueprint

Questions	Theories
<p>1. Menurut pengalaman anda sejauh ini, apa saja tugas/topik yang diberikan dalam kegiatan pembelajaran kolaboratif di kelas Bahasa Inggris?</p>	<p><i>Collaboration is when two or more people in the group provide their point of view or perspective on a newly introduced topic or given learning task (Chopra & Kauts, 2023).</i></p> <p><i>Critical thinking is reflective and reasonable thinking focused on deciding what to believe or do, including formulating hypotheses, questions, alternatives, and plans for experiments (Ennis, 1985).</i></p>
<p>2. Jelaskan menurut pemahaman anda, apakah ketika berdiskusi dengan teman secara berkelompok dapat meningkatkan kemampuan berpikir kritis anda?</p>	<p><i>Collaboration is becoming a key skill of the 21st century, along with communication, creativity, problem-solving, digital literacy, and critical thinking, which are necessary for solving complex and interdisciplinary problems (Piniuta & Meyerzon, 2018).</i></p> <p><i>Collaboration is the ability to work in teams to achieve goals and has principles such as constructing knowledge, making group agreements, determining the division, and accountability for assigned tasks (Hidayati et al., 2020).</i></p>
<p>3. Jelaskan menurut pendapat anda, tantangan apa saja yang menghambat kemampuan berpikir kritis anda ketika sedang berdiskusi dalam kelompok?</p>	<p><i>Students' diverse ideas and opinions can create problems that lead to misunderstandings within the group if not handled well. These problems can be overcome if group members have good problem-solving skills (Gonzales & Dinagsao, 2021).</i></p>

APPENDIX F

Questionnaire Sheet

Questionnaire

Hello, I am Alexandra Givela (201214072), a final-year English Language Education student at Sanata Dharma University Yogyakarta. I am currently conducting research entitled **"THE IMPLEMENTATION OF COLLABORATIVE LEARNING TO DEVELOP CRITICAL THINKING SKILLS IN THE ENGLISH LANGUAGE CLASS BASED ON STUDENTS' PERCEPTIONS AT SMAN 1 PRAMBANAN SLEMAN"**. The criteria for participants in this research are students of class XII at SMAN 1 Prambanan. I hope you are willing to fill in this questionnaire as well as possible based on the actual conditions. Please know that according to the research ethics, the data I obtained will be kept confidential and only used for research purposes. Your participation will be very helpful in completing this research. I want to thank you for your attention and time.

No.	Statement	SD	D	A	SA
1.	Ketika berdiskusi dengan kelompok, saya mengungkapkan pikiran dan ide saya dengan jelas secara kritis dengan teman sekelompok saya.				
2.	Bekerja dengan teman dalam sebuah kelompok meningkatkan kemampuan saya untuk menganalisis masalah-masalah yang kompleks secara kritis.				
3.	Ketika bekerja dalam kelompok, saya menganalisis permasalahan dari berbagai macam sudut pandang.				
4.	Kegiatan pembelajaran kolaboratif mendorong saya untuk mengajukan				

No.	Statement	SD	D	A	SA
	pertanyaan dengan kritis dan mencari pemahaman yang lebih dalam.				
5.	Pembelajaran kolaboratif meningkatkan kemampuan saya dalam mengevaluasi dan mengkritisi ide dan argument.				
6.	Ketika bekerja dalam kelompok, saya mampu menciptakan pemikiran kreatif secara kritis yang menghasilkan ide dan konsep baru.				
7.	Saya dapat membuat pendapat secara kritis setelah saya membaca suatu sumber informasi.				
8.	Bekerja dengan teman-teman sekelompok dalam pembelajaran kolaboratif dapat meningkatkan kemampuan saya untuk membuat keputusan yang tepat.				
9.	Kegiatan pembelajaran kolaboratif mendorong saya untuk mendengarkan secara aktif terhadap ide dan argumen orang lain secara kritis.				
10.	Saya percaya bahwa umpan balik dan masukan dari teman sekelompok saya dalam pembelajaran kolaboratif telah mempengaruhi kemampuan berpikir kritis saya secara positif.				
11.	Pembelajaran kolaboratif memungkinkan saya untuk melihat nilai dari beragam sudut pandang pemecahan masalah dan analisis kritis.				
12.	Saya mencari solusi yang kreatif dan efektif secara kritis ketika dihadapkan oleh masalah pada saat bekerja dalam kelompok.				

APPENDIX G

The Questionnaire Result

No.	Statement	SD (%)	D (%)	A (%)	SA (%)	\bar{X}	(%) Positive
1.	When discussing with the group, I <u>express my thoughts and ideas clearly and critically</u> with my group members.	0 (0%)	2 (3,4%)	41 (69,5%)	16 (27,1%)	3,24	96,6%
2.	Working with friends in a group improved my ability to <u>analyze complex problems critically.</u>	0 (0%)	1 (1,7%)	36 (61,0%)	22 (37,3%)	3,37	98,3%
3.	When working in a group, I <u>analyze problems</u> from various points of view.	0 (0%)	2 (3,4%)	40 (67,8%)	17 (28,8%)	3,25	96,6%
4.	Collaborative learning activities encourage me to <u>ask questions critically and explore</u> deeper understanding.	0 (0%)	9 (15,3%)	38 (64,4%)	12 (20,3%)	3,02	84,7%
5.	Collaborative learning activities improved my ability to <u>evaluate and critique</u> ideas and arguments.	0 (0%)	4 (8,5%)	40 (67,8%)	14 (23,7%)	3,15	91,5%
6.	When working in a group, I was able to use creative, critical thinking to <u>create new ideas and concepts.</u>	0 (0%)	2 (3,4%)	45 (78,0%)	11 (18,6%)	3,15	96,6%
7.	When working in a group, I was able to <u>create a critical opinion after reading a source of information.</u>	0 (0%)	6 (10,2%)	37 (62,7%)	16 (27,1%)	3,17	89,8%
8.	Working in a group in collaborative learning activities can improve my ability to <u>create a good argument.</u>	0 (0%)	2 (3,4%)	36 (61,0%)	21 (35,6%)	3,32	96,6%

No.	Statement	SD (%)	D (%)	A (%)	SA (%)	\bar{X}	(%) Positive
9.	Collaborative learning activities encourage me to <u>listen actively and critically to other people's ideas and arguments.</u>	0 (0,0%)	0 (0,0%)	44 (74,6%)	15 (25,4%)	3,25	100,0%
10.	I believe that the <u>feedback and input from my group members in collaborative learning have positively affected my critical thinking skills.</u>	0 (0,0%)	1 (1,7%)	39 (66,1%)	19 (32,2%)	3,31	98,3%
11.	Collaborative learning activities allow me to <u>see multiple problem-solving and critical analysis perspectives.</u>	0 (0,0%)	1 (1,7%)	40 (67,8%)	18 (30,5%)	3,29	98,3%
12.	While working in a group, I critically <u>find creative and effective solutions when faced with problems.</u>	0 (0,0%)	2 (3,4%)	44 (74,6%)	13 (22,0%)	3,19	96,6%

APPENDIX H

The Interview Questions

1. What topics or materials have you learned with collaborative learning in the English class?
2. During the collaborative learning activities, do you think it can improve your critical thinking skills?
3. Do you think collaborative learning activities allow you to express your ideas more critically than when you learn individually?
4. Can you find solutions to the problems or materials you discuss in your group critically through collaborative learning?
5. Do you think factors such as emotional awareness, social interaction, and learning motivation can affect your critical thinking skills when you do collaborative learning?
6. What challenges in collaborative learning can limit your critical thinking skills?
7. What do you think is the right way to minimize or overcome these challenges?

APPENDIX I

Interview Result

Respondents' Data:

Research Subject	Codes
Student 1	P1
Student 2	P2
Student 3	P3
Student 4	P4
Student 5	P5
Student 6	P6

Aspects:

- i. Topics/Materials in Collaborative Learning
- ii. Benefits of Collaborative Learning
- iii. The Impacts of Collaborative Learning
- iv. Factors in Collaborative Learning
- v. Challenges of Collaborative Learning
- vi. Effective Strategies to Overcome Challenges in Collaborative Learning

Coding Instructions:

Aspect Number + Codes

Example:

IV.P3

Coding Interview Data

Aspects	Description	Coding
i. Topics/Material in Collaborative Learning	What topics or materials have you learned with collaborative learning in the English class?	
	For the last material, we made a news item.	I.P1
	We used to make texts and organize sentences.	I.P4
	Argument text also, I think.	I.P6
ii. Benefits of Collaborative Learning	a. During the collaborative learning activities, do you think it can improve your critical thinking skills? What do you think?	
	In my opinion, we can. Because if we are in a group, we have different opinions. Well, that can be made into one for consideration. If something is not right, we can correct each other. So, it is like exchanging knowledge, too.	IIa.P2
	Collaborative learning with friends can improve my critical thinking because, through collaborative activities, we can share ideas and get perspectives from different friends, too. It improves my critical thinking. For example, when we compose argument texts and so on, the results of the sentences become better.	IIa.P6
	For me, it is more about discussing it together and exchanging ideas so we will be faster if we find a solution, for example, a case or something like that.	IIa.P2
	With collaborative learning, we can think critically because we can discuss with each other first. By discussing, we can complete our assignments because of the different perspectives, and we can exchange answers and ideas. We also practice solving the problems from there and exploring many ideas so the task is completed.	IIa.P4
	b. Do you think collaborative learning activities allow you to express your ideas more critically than when you learn	

Aspects	Description	Coding
	individually?	
	<p>From the group, I can express my thoughts and ideas more critically because there are many people in the group so that we can exchange answers; there are also many new ideas from the other friends that are not always in my perspective. So, exchanging ideas with friends can make the answers richer.</p>	Iib.P4
	<p>We are forced to have an opinion. Besides that, if we have an opinion, there are certainly many different points of view, so we can also defend our ideas. Apart from respecting others, we also defend our points of view.</p>	Iib.P5
	<p>For me, I can collaborate with friends rather than individually because if I do something, sometimes I do not think about it. My friends can think of it and give me ideas so I can add knowledge and more ideas to discuss.</p>	Iib.P6
	<p>It is almost the same, like being able to exchange ideas, and it is more fun, too, like two minds can become one.</p>	Iib.P1
<p>iii. The Impacts of Collaborative Learning</p>	<p>Can you find solutions to the problems or materials you discuss in your group critically through collaborative learning? What do you think?</p>	
	<p>From my point of view, it is possible, right? We discuss this in the group, and we exchange ideas, so it is like later we can know where the direction is, what the solution is</p>	III.P1
	<p>For me, it should be possible because that is what it is. In collaborative learning, there are many different opinions, so we should be able to find a solution to what we are looking for</p>	III.P3
	<p>In my opinion, I can, but it depends on the material too because if we are in a group, there are more than two or more than one person, sometimes there is one group that does not understand the material at all and only one works.</p>	III.P2

Aspects	Description	Coding
	So that's a big problem for the group, you know. That is usually the weakness.	
	Based on my experience in English class, I think I can find solutions that are critically related to the material or tasks the teacher gave. In groups, we can exchange ideas, views, or other knowledge we have never known before. From that, we can gather some information. For example, if we can search on the internet, then from there, we can conclude an answer so that we can complete the assignment and get new knowledge from friends. So, it is possible to find solutions from collaborative learning activities.	III.P4
	From collaborative learning in class, we can find solutions because each friend has their perspectives on completing the task, and from there, the task can be completed well and get the best results.	III.P6
iv. Factors in Collaborative Learning	Do you think factors such as emotional awareness, social interaction, and learning motivation can affect your critical thinking skills when you do collaborative learning?	
	For me, it affects me if motivation is because we learn to collaborate. It can motivate us to learn. Social interaction should be very interactive because we are not just learning from one or two people, right? There are more than one or two. For individual emotional awareness, yes, because if we learn from more than one or two people, there are many of us, so maybe it can be like being aware.	IV.P3
	Being in a group makes the motivation to learn stronger, so I am more enthusiastic than studying individually.	IV.P1
	I believe the three factors you mentioned earlier influenced the discussion. So collaborative learning is quite running.	IV.P4

Aspects	Description	Coding
	<p>For example, if for example from emotional awareness, if we are just in a bad mood or not excited, well this is related to learning motivation; it will also affect how we interact with friends, how we are excited or not to get answers or maximum discussion results. Now, if, for example, we are in a good mood, it will also automatically affect learning motivation so that we are also more eager to discuss with friends. Therefore, a good mood also affects us so that we can finally ask a lot of questions to friends, ask each other questions with friends so that we can dig up a lot of information so that the results are good.</p>	
<p>v. Challenges of Collaborative Learning</p>	<p>What challenges in collaborative learning can limit your critical thinking skills?</p>	
	<p>Because there are many of us, sometimes in groups, there are more than two people, and not all of them are serious. Sometimes, some play with their handphones, and some do not participate in the work. So maybe that is what inhibits our critical thinking skills. Then, if it is a challenge, maybe we will be faced with people who sometimes some people do not want to participate in doing the task. There may be one or two people out of six who do not do it. That is the challenge.</p>	<p>V.P3</p>
	<p>Presenting is just like taking names. Presenting is just reading, even though the others are doing it. Then, if there are questions from other groups, sometimes they are outside the material presented during the presentation. So, they are hoping for more points for their group. It is the same as giving questions to the group presenting so that they can get a score, so it's difficult, especially since this is an English presentation, so it cannot be like Indonesian.</p>	<p>V.P2</p>

Aspects	Description	Coding
	<p>The challenges that limit my critical thinking are the first factor for me. Yes, that factor can be from within myself, the mood to learn, and the motivation to learn. The second might be the distribution of tasks. Sometimes, we tell them to do the assignment to ensure there is a distribution of tasks. Sometimes, some contribute more, and some only contribute a little. Well, in my opinion, that is also an obstacle to maximizing the discussion. If the distribution of tasks is uneven, it will burden some people.</p>	V.P6
	<p>Based on my experience, there are differences of opinion, and then there are those who do not want to give in and do not want to listen to their friends' opinions. So, it will take longer, so you will not get a solution.</p>	V.P5
<p>vi. Effective Strategies to Overcome Challenges in Collaborative Learning</p>	<p>What do you think is the right way to minimize or overcome these challenges?</p>	
	<p>For me, if there are five of them, the material is divided so that all groups work, and no one is not working later when it is made into one answer.</p>	VI.P2
	<p>From my challenge, my solution is to invite my friends to encourage them to trigger their thoughts.</p>	VI.P6
	<p>It is more about building good communication. We are also open to the opinions of other group members. Then, make the group rules clear. Everyone gets their assignment, which is fair, and everyone gets a task and gives their opinion.</p>	VI.P5
	<p>Maybe this is from within ourselves, the start of motivation to learn when we enter English class, the mood at least to</p>	VI.P4

Aspects	Description	Coding
	be invited to groups, and it's good to discuss. So that later, if there is already a distribution of tasks, we can do it optimally. If it's already done from within ourselves, it will be better to invite others to discuss and ask questions to provoke discussion.	



APPENDIX J

The Transcript of the Interview

Transcript Interview Students (FGD 1)

I: Interviewer

P: Participant

I	Udah siap temen-temen? Pertanyaannya gak susah kok. Oke, kita mulai ya teman-teman. Okay, ini kan kaitannya dengan Pelajaran Bahasa Inggris di kelas. Nah teman-teman selama pembelajaran di kelas Bahasa Inggris, topik atau materi apa aja sih yang pernah kalian pelajari melalui pembelajaran berkelompok atau pembelajaran kolaboratif? Yang kalian ingat materinya apa aja?
P1	Kalau yang kelompok itu ini sih materi yang terakhir ini yang duruh membuat berita.
P3	Iya kak, buat berita.
I	Nah, selain berita itu kan di kelas 12 ya, nah kalau yang di kelas 11 atau di kelas sebelumnya itu kalian pernah belajar apa aja sih selain itu yang berkelompok gitu?
P2	Pola kalimat gak sih yang continuous tense gitu? Sama simple present tense.
P3	Oh ya
I	Oh, grammar berarti ya
P3	Iya grammar. Mungkin kalau itu tu lebih banyak ke grammar gak sih kak? Yang kayak praktek wawancara tu baru kelas 12 ini.
I	Oh, iya iya, oke-oke. Terus kalian itu berkelompoknya kebanyakan pair-work berdua atau lebih dari dua orang dalam satu kelompok?
P1, P2	Berdua sih kak, satu meja
P3	Iya kak, biasanya sih satu meja, kalau seingat aku satu meja sih kak
I	Alright, kita lanjutkan ke pertanyaan nomor dua. Nah menurut teman-teman apakah pembelajaran secara berkelompok itu dapat meningkatkan kemampuan berpikir kritis kalian? Menurut kalian gimana?

P2	Kalau menurutku sih pastinya bisa ya kak, karena kan kalau misalkan berkelompok kan pendapatnya berbeda-beda. Nah itu kan bisa dijadiin satu buat jadi bahan pertimbangan. Kalau ada yang belum benar bisa saling membenarkan temannya gitu. Jadi kayak bertukar ilmu juga gitu.
I	Oke, bertukar ilmu, bertukar ide gitu ya?
P1	Iya kak
I	Oke, terus kalau dari yang lain?
P3	Kalau menurut aku pribadi sih harusnya bisa kak, karena kan ya itu tadi, pemikiran orang kan beda-beda jadi kita sama-sama menyampaikan apa yang kita pikirin gitu loh kak.
I	Oke, yang lain?
P1	Hmm, hampir sama sih dari kedua teman saya ini kayak bisa bertukar pikiran, terus lebih seru aja juga, kayak ya dua pikiran bisa jadi satu lah kak.
I	Oke, nah kalau dari kalian masing-masing itu kalian lebih prefer bekerja secara kelompok atau individu? Dan alasannya kenapa?
P1	Kalau saya tergantung situasi ya kak, hmm kadang ada beberapa materi yang bisa dikerjain berdua gitu, kadang juga ada yang per individu gitu loh kak.
I	Oke, kalau teman-teman yang lain gimana?
P3	Boleh diulang pertanyaannya gak ya kak? Tadi sinyalnya lelet
I	Boleh, oke. Tadi pertanyaannya kalian itu lebih memilih pembelajaran secara berkelompok atau secara individu?
P3	Kalau aku personally tergantung apa materinya mungkin. Kan ada yang lebih gampang kalau dikerjain bareng-bareng cuman ada yang kita itu lebih kayak oh ini aku kerjain sendiri bisa gitu loh kak.
I	Oh iya-iya jadi tergantung dengan materinya ya
P3	Iya kak, kalau aku personally tergantung materinya
I	Oke, kita lanjutkan ya
P3	Oke kak

I	Nah untuk pertanyaan ini juga sudah kejawab ya kalau dengan pembelajaran kolaboratif juga kalian dapat menungkapkan pikiran dan ide kalian secara lebih kritis.
P3	Iya benar kak
I	Oke kita lanjutkan ya. Nah sekarang, apakah melalui pembelajaran kolaboratif, teman-teman tu bisa menemukan solusi atas permasalahan atau materi yang kalian bahas di kelompok itu secara kritis, menurut kalian gimana?
P1	Kalau dari aku sih bisa banget ya, kan kita diskusi ini di kelompok itu kan bertukar ide lah, jadi kayak nanti kita bisa tau arahnya kemana, solusinya gimana. Ya gitulah kak hehehe.
I	Ya. Sip oke.
P3	Kalau buat aku harusnya malah bisa banget kak, karena ya itu tadi. Kalau pembelajaran kolaboratif kan banyak opini yang berbeda gitu kan kak, jadi harusnya bisa menemukan solusi dari apa yang kita cari itu tadi.
I	Oke, selanjutnya?
P2	Kalau menurut saya sih bisa ya kak tapi itu tergantung sama materinya juga karena kan kalau kita berkelompok kan ada banyak orang lebih dari dua atau lebih dari satu, kadang tu ada yang satu kelompok gak paham sama sekali materinya apa dan cuman satu yang kerja. Nah itu tu jadi masalah besar banget buat kelompok gitu lho kak. Kelemahannya sih itu biasanya.
I	Oke nanti kita bahas tentang itu dibelakang ya. Nah berarti intinya sebenarnya pembelajaran kolaboratif itu sangat bisa memberikan Solusi kepada teman-teman untuk pemecahan masalah kayak gitu kan, cuman it depends on the materials dan individu masing-masing. Begitu kan teman-teman?
P3	Iya betul sekali kak
I	Oke kita lanjutkan ya. Nah sekarang disini aku ada beberapa faktor yang pertama yaitu kesadaran emosional individu, interaksi sosial dan motivasi belajar. Menurut kalian apakah faktor-faktor tersebut

	mempengaruhi kalian dalam melakukan pembelajaran kolaboratif? Nah kalau iya karena apa dan kenapa, kalau enggak kenapa alasannya?
P3	Kalau untuk aku mempengaruhi sih kak kalau motivasi itu karena kan kita belajar berkolaborasi itu bisa buat motivasi belajar. Kalau untuk interaksi sosial harusnya sangat berinteraksi karena kan belajarnya gak cuman satu orang dua orang kan kak, itu kan banyak ya lebih dari satu atau dua. Kalau kesadaran emosional individu juga iya kak karena kalau kita belajar lebih dari satu atau dua orang kan kita banyak orangnya, jadi mungkin bisa kayak sadar gitu lho kak.
I	Oke, dan apakah kamu bisa mengontrol emosi tersebut? Misalnya ni ada problem perbedaan pendapat satu sama lain, itu kan berpengaruh apakah kalian bisa mengontrol apa tidak?
P3	Kalau perbedaan pendapat itu sih hal yang wajar ya kak ya, harusnya ya sama-sama cari aja jalan keluarnya.
I	Oke, kalau dari teman-teman yang lain?
P2	Kalau menurut aku sih ketiganya berpengaruh terutama dalam bidang motivasi belajar. Kalau misalnya udah gak suka materinya. Contohnya saya ya kak, saya kan gak suka sama grammar-grammar gitu kan susah banget kan, nah itu udah males banget untuk ngerjain jadi udah gak semangat untuk diskusi gitu kak.
I	Kalau faktor yang lain menurut kamu gimana?
P2	Hmm, sama sih kirang lebih. Dalam kelompok kalau untuk kesadaran emosional kita juga gak boleh egois.
I	Oke, selanjutnya?
P1	Hmm ini sih yang diomongin kedua teman saya sudah mewakili. Tapi menurut saya kalau berkelompok membuat motivasi belajar nya tu semakin kuat gitu lho kak jadi semakin semangat daripada belajar secara individu.
I	Oke. Kalau gitu kita langsung lanjut ke pertanyaan selanjutnya. Nah ini tadi pertanyaan sempat sudah kejawab diawal. Nah tantangan apa aja sih dalam pembelajaran kolaboratif yang dapat menghambat kemampuan kalian dalam berpikir kritis?

P3	Kalau menghambat kemampuan berpikir kritis mungkin ada ya kak. Karena kita kan banyak ya kak. Kadang kalau kelompokan kan banyak lebih dari dua orang kak dan itu gak semuanya serius, kadang ada yang mainan HP, ada yang gak semuanya ikut ngerjain gitu. Jadi mungkin itu yang menghambat kemampuan berpikir kritis kita. Terus kalau tantangan ya mungkin kita bakal dihadapin sama orang yang terkadang ada kan ya kak yang gak semuanya mau nimbrung ngerjain tugas ada mungkin yang satu atau dua orang dari enam orang yang cuman ikut-ikut aja dan nggak ngerjain. Itu sih yang jadi tantangan kak.
I	Nah kalau yang lain?
P2	Kalau dari saya mau menambahkan kak, mungkin kalau presentasi itu cuman kayak numpang nama doang gitu lho kak dan kalau presentasi cuman baca padahal itu yang ngerjain itu yang lainnya gitu lho kak. Terus kalau ada pertanyaan dari kelompok lain itu kadang kayak diluar materi yang dibawakan saat presentasi. Jadi tu kesannya lebih mengharap poin buat kelompoknya kan itu sama aja dia kan memberi pertanyaan ke kelompok yang presentasi biar dapat nilai jadi susah, apalagi ini kan bahasa Inggris presentasinya jadi gak terlalu bisa kayak Bahasa Indonesia gitu.
I	Emang di kelas Bahasa Inggris kalian sering presentasi?
P1, P2	Sering kak lumayan
P1	Kadang kalau presentasi juga cuman percakapan maju gitu kak kalau Bahasa Inggris tu.
I	Oke, kalau yang lainnya?
P1	Sama kak sudah dijelaskan kedua teman saya tadi
I	Kalau mungkin dari kalian ada yang merasa tidak dekat atau ada ketidakcocokan dengan teman kalian apakah itu menjadi tantangan tersendiri buat kalian?
P1	Jadi tantangan banget kak, karena itu jadi bikin gak bisa mikir gitu kak
P3	Ya mungkin mood nya juga jadi berkurang gitu kak
P2	Iya, benar kak
I	Nah kalau itu kalau kalian merasa seperti itu apakah kalian tetap

	bekerja secara professional atau jadi males?
P2	Yang penting tugasnya selesai aja gak mikirin itu sih kak
P3	Iya kak yang penting selesai
I	Oke berarti itu tidak jadi masalah yang besar buat kalian ya
P1	Kan jadi ngikutin alurnya aja gitu kak
P3	Kan kalau ganti anggota juga gak mungkin kak
I	Oke next, nah ini gimana cara yang tepat untuk meminimalisir atau mengatasi tantangan-tantangan tadi?
P1	Apa ya kak, mungkin pas kerja kelompok itu kalau saya sih mungkin dibelakang kayak marah-marah gitu tapi yaudah jalanin aja jalanin aja gitu.
I	Berarti kamu udah mengesampingkan ego pribadi ya
P1	Iya kak
I	Kalau yang lain?
P3	Sama kak, paling cuman sambat-sambat aja gak mungkin kan kita ngomong didepan orangnya langsung paling cuman dibatin aja
I	Oke, nah ada gak sih tips atau trik yang kalian pakai untuk mengatasi tantangan itu?
P2	Kalau saya sih biasanya kalau berlima dibagi materinya jadi semua kelompok itu kerja semua gak ada yang nganggur nanti kalau sudah dijadikan satu jawabannya gitu. Kalau dari saya gitu kak.
I	Nah itu bisa jadi Solusi ya. Jadi dengan pembagian kerja yang seperti itu akan menjadi adil ya menurut kalian?
P3	Adil kak kalau menurut aku
I	Oke. Nah kalau begitu sudah selesai sih wawancara kita hari ini. Terima kasih untuk kesediaan waktu teman-teman semuanya ya. Sehat selalu
P1, P2, P3	Baik kak. Sama-sama sukses selalu.

Transcript Interview Students (FGD 2)

I: Interviewer

P: Participant

I	Hallo teman-teman terima kasih ya udah sediain waktu buat interview hari ini. Langsung kita mulai aja ya interview hari ini.
P4, P5	Oke kak
I	Oke ini kan ada kaitannya dengan pelajaran Bahasa Inggris. Nah, menurut kalian tuh topik atau materi apa sih yang udah pernah kalian pelajari selama di kelas Bahasa Inggris kalau kalian itu lagi kelompokan di kelas Bahasa Inggris? Itu materinya apa aja yang udah pernah di pelajari?
P4	Hmm, seingetku sih pernah membuat teks sama menyusun kalimat kak
P5	News item kak
I	Oke, terus apa lagi?
P6	Argument text kak
I	Oh iya-ya, oke-oke. Nah, terus kalau selama kalian melakukan pembelajaran kolaboratif atau berkelompok itu menurut kalian itu tu bisa gak sih meningkatkan kemampuan berpikir kritis kalian? Menurut kalian gimana?
P6	Kalau menurut aku ya kak, belajar kolaboratif itu sama temen-temen tu bisa meningkatkan aku berpikir secara kritis karena melalui kolaboratif kita bisa berbagi idenya, terus mendapat perspektif dari temen yang berbeda juga. Itu meningkatkan aku berpikir kritis gimana buat contohnya kayak nyusun argument text dan lain sebagainya tu buat jadi hasil kalimatnya hasil teks nya itu jadi yang lebih baik gitu loh kak.
I	Oke, makasih. Kalau dari yang lain gimana?
P2	Kalau aku sih lebih ke karena itu bareng-bareng jadi diskusi gitu, tukar ide jadi kita bakal lebih cepet sih kak kalau nemu solusinya gitu misalnya kasus atau lain-lain gitu.
I	Oke, kalau yang belum mungkin ada pendapat lain?
P4	Kalau aku sama sih kak sama temen-temen yang lain. Dengan

	berkelompok ini kita bisa berpikir kritis karena yang pertama kita bisa saling berdiskusi. Dengan berdiskusi tu kan kita bisa menyelesaikan tugas kita karena perbedaan perspektif tadi itu, kita dapat saling bertukar jawaban, bertukar ide, sehingga kita juga berlatih untuk menyelesaikan masalah dari situ, menggali banyak ide gitu kak, jadi tugasnya selesai gitu kak.
I	Oke, terimakasih temen-temen. Oke, selanjutnya menurut kalian dengan pembelajaran kolaboratif atau berkelompok itu kalian lebih bisa mengungkapkan ide kalian gitu nggak secara kritis daripada kalian bekerja secara individual, nah ini gimana?
P4	Kalau dari aku pribadi ya kak, dari berkelompok itu aku bisa mengungkapkan pikiran dan ide secara lebih kritis soalnya kan berkelompok itu kan banyak orangnya, sehingga kita bisa bertukar jawaban, banyak ide-ide baru juga dari mereka yang belum tentu ada di pandanganku gitu kak. Jadi saling bertukar ide jawaban jadinya jawabannya bisa makin rich. Kalau aku gitu sih kak.
I	Oke. Kalau dari yang lain?
P5	Hmmm. Bisa kak. Soalnya kita tu didorong buat hmm yang pastinya kita didorong buat berpendapat. Selain itu kalau kita berpendapat kan pastinya kan banyak sudut pandang yang beda-beda itu disitu kita juga bisa mempertahankan ide gitu loh. Selain menghargai yang lain kita juga mempertahankan sudut pandang kita sendiri gitu.
I	Kalau yang belum gimana?
P6	Kalau dari aku bisa kalau adanya kolaborasi sama temen daripada individu karena kalau ngerjain sesuatu gitu kadang yang nggak aku pikirin gitu dari temen-temen bisa terpikirkan, ngasih ide bilang ke aku jadi bisa nambah pengetahuan, bisa nambah ide lagi buat didiskusikan kayak gitu kak.
I	Oke terima kasih. Nah selanjutnya apakah pembelajaran kolaboratif ini pembelajaran secara berkelompok ini kalian tu bisa ya berarti dari jawaban yang udah kalian berikan tadi, berarti itu kalian lebih bisa menemukan solusi juga atas permasalahan yang kalian hadapi di

	kelompok entah itu dari materi atau dari yang lainnya gitu. Menurut kalian apakah kalian bisa menemukan solusi dari situ?
P4	Oke kak. Kalau menurut aku pribadi pengalaman di kelas Bahasa Inggris itu cukup bisa sih menurutku menemukan solusi secara kritis terkait materi atau tugas yang diberikan guru. Karena dengan berkelompok itu kita bisa saling bertukar ide, pandangan, atau pengetahuan-pengetahuan lain yang sebelumnya belum pernah kita tau gitu. Lalu dari situ kita bisa merangkai beberapa informasi sama semisal kalau boleh searching juga dari internet nanti kan dari situ kita bisa menyimpulkan satu jawaban gitu yang dimana disitu kita bisa menyelesaikan tugasnya, mendapat pengetahuan baru dari teman-teman. Gitu kak. Jadi bisa lah untuk menemukan solusi dari pembelajaran kolaboratif.
I	Oke, kalau teman yang lain bagaimana?
P6	Kalau dari aku sendiri bisa kak. Dari pembelajaran kolaboratif di kelas tu bisa untuk menemukan solusi karena tiap temen kan punya perspektifnya sendiri untuk menyelesaikan tugasnya terus dari situ tugas bisa terselesaikan dengan baik dan mendapatkan hasil yang terbaik.
I	Okee, kalau teman lain?
P5	Dari jawaban temen-temen kurang lebih sama sih kak. Dengan bareng-bareng kan ya, kita memanfaatkan kelebihanannya kita masing-masing gitu dan mengumpulkan idenya masing-masing jadi makin cepet lah menemukan solusinya gitu.
I	Nah kalau sekarang, menurut kalian kan ada ni beberapa faktor-faktor seperti kesadaran emosional, interaksi sosial, dan motivasi belajar. Nah menurut kalian faktor-faktor itu bisa gak sih mempengaruhi kemampuan berpikir kritis kalian pada saat kalian tu melakukan pembelajaran kolaboratif?
P5	Hmm. Tadi gimana kak pertanyaannya?
I	Okee, aku ulang ya pertanyaannya? Menurut kalian faktor-faktor kayak kesadaran emosional, interaksi sosial sama temen, dan motivasi

	<p>belajar apakah itu semua dapat mempengaruhi kemampuan berpikir kritis kalian saat kalian tu melakukan pembelajaran kolaboratif. Menurut kalian gimana?</p>
P5	<p>Bisa kak. Kalau misalkan kita ada motivasi belajar itu kita jadi kayak lebih semangat gitu karena bareng-bareng juga kita bisa apa ya, kita juga gak takut buat berargumentasi, gak ngerasa buat apa ya kayak ya bebas buat berpendapat gitu kalau missal kita bareng-bareng juga. Gitu.</p>
I	<p>Oke. Kalau dari temen lain?</p>
P4	<p>Kalau dari aku pribadi sih ketiga faktor yang disebutin kakak tadi tu mempengaruhi jalannya diskusi. Sehingga pembelajaran kolaboratif itu cukup berjalan kak. Contohnya kalau misalnya dari kesadaran emosional gitu ya, kalau misalnya kita baru badmood atau gak bersemangat nah in ikan terkait dengan motivasi belajar tadi juga akan mempengaruhi bagaimana cara kita berinteraksi sama temen-temen, gimana kita semangat gak sih untuk mendapatkan jawaban atau hasil diskusi yang maksimal gitu kak. Nah kalau misal kita <i>in a good mood</i> itu kan juga otomatis mempengaruhi motivasi belajar sehingga kita juga lebih semangat untuk berdiskusi sama temen-temen. Nah maka dari itu mood yang bagus itu juga ngaruh sih kak sehingga kita bisa akhirnya banyak tanya sama temen, saling tanya jawab sama temen sehingga kita bisa menggali informasi yang banyak sehingga hasilnya bagus. Gitu kak kalau dari aku.</p>
I	<p>Oke. Berarti ketiganya saling berpengaruh ya?</p>
P4	<p>Iya kak</p>
I	<p>Oke. Kalau menurut yang lain gimana?</p>
P6	<p>Kalau menurut aku gak jauh dari pandangan teman-teman. Terus contohnya ya kak tiga faktor itu penting ya kak karena contohnya aja kesadaran emosional. Kalau kita kerja kelompok itu kalau badmood itu pasti gak apa ya hasilnya diskusi ketika diskusi berjalan itu gak akan berjalan dengan baik, gak akan nemu ide gitu. Kalau kita lagi semangat, excited terus bahagia pasti ide akan tersalurkan dengan baik</p>

	<p>terus mau ngajak temennya diskusi pun juga enak, terus temennya ngajak ngomong kita pun juga enak. Terus interaksi sosial pun menurut aku kalau diskusi itu kan kunci utamanya kan komunikasi ya kak, kalau komunikasi gak ada pasti diskusi juga buruk gak akan nemuin berpikir secara kritis gitu. Kalau motivasi belajar itu kan kalau dari aku itu kak dari dalam dari internal aku sendiri gitu buat aku lebih berkembang aja untuk belajar dalam Bahasa Inggris gitu. Kadang aku juga berpengaruh buat nilai yang bagus gitu dari eksternal juga.</p>
I	<p>Oke. Nah menurut kalian kalau berkelompok itu kan gak mesti berjalan mulus kan, pasti ada tantangan yang menghambat kalian apalagi kalau berkelompoknya banyak tantangan pasti juga akan menghambat kemampuan berpikir kritis kalian kan, nah tantangan apa aja sih yang kira-kira tu bisa menjadi apa ya yang menjadi challenge banget gitu loh dalam pembelajaran kolaboratif?</p>
P4	<p>Oke kak. Kalau dari aku pribadi tantangan yang menghambat aku berpikir kritis itu yang pertama ya faktor itu tadi kak bisa dari dalam diri sendiri mood belajar sama motivasi belajar itu. Lalu yang kedua mungkin pembagian tugasnya ya kak. Kadang kan kita suruh ngerjain tugas gitu lalu kita pastikan ada pembagian tugas. Nah kadang ada yang berkontribusi lebih ada juga yang cuman sedikit. Nah menurutku itu juga merupakan penghambat sih kak biar diskusinya bisa maksimal gitu. Kalau pembagian tugasnya tidak merata kan membebani beberapa orang gitu kak. Sama apa ya kak, kayaknya itu aja sih kak yang terlintas di pikiranku.</p>
I	<p>Oke kita coba dengerin dari temen-temen lainnya.</p>
P5	<p>Kalau aku hmm berdasar pengalamanku sih ada perbedaan pendapat terus apa ya, ada yang gak mau ngalah gitu, gak mau ndengerin pendapat temennya gitu. Jadi itu bakal lebih lama sih jadi gak dapat solusi gitu kak.</p>
I	<p>Oke kalau menurut yang belum gimana menurut kamu challenge dari pembelajaran kolaboratif ini?</p>
P6	<p>Kalau dari aku sendiri tu kadang pernah dapat temen yang pasif gitu</p>

	kak kayak aku dah nanyain apa ke dia tapi dia malah terserah aja kayak gitu bilangnyalah malah bingung itu kan jadinya gak enak.
I	Oke. Jadi itu faktor dari lingkungan juga berpengaruh ya jadi bikin tantangan juga dari temen-temen yang kira-kira membebani kelompok kalian gitu.
P4	Iya kak
I	Oke, nah sekarang tadi kan udah tantangan ya? Nah ini pertanyaan terakhir, bagaimana caranya kalian meminimalisir atau mengatasi tantangan tersebut tu gimana sih? Pasti kan ada ya tip dan trik dari kalian masing-masing individu ya ini buat kalian tu bisa setidaknya meminimalisir biar kalian tu bisa tetep lanjut menyelesaikan tugas kalian itu gitu.
P6	Kalau dari aku sih dari tantangan aku tadi solusi aku tuh mengajak temen aku kayak mendorong biar nge-trigger pemikiran mereka kayak contohnya dari kamu gimana biar aku terus menggali lagi jadi kayak mancing-mancing gitu.
I	Oke, Iya. Jadi harus dipancing gitu ya?
P6	Iyaa kak
I	Oke kalau dari temen yang lain?
P5	Hmm lebih ke membangun komunikasi yang baik sih kak kita juga membuka diri terhadap pendapat-pendapat dari anggota kelompok yang lain. Terus membuat aturan kelompok itu yang jelas. Jadi setiap orang itu dapat tugasnya masing-masing jadi adil dan setiap orang mendapat tugas dan memberikan pendapatnya masing-masing.
I	Oh, jadi pembagian tugas yang merata gitu ya?
P5	Hmm. Iya kak
I	Oke dari yang lain mungkin yang belum ada yang bisa ditambahkan?
P4	Hmm kurang lebih sama ya kak kayak temen-temen yang lain. Mungkin ini sih kak dari dalam diri sendiri sih kak dimulainya motivasi belajar ketika kita masuk kelas Bahasa Inggris itu moodnya ya paling enggak untuk diajak berkelompok itu enak lah untuk diajak berdiskusi. Sehingga nanti kalau udah ada pembagian tugas kita bisa

	mengerjakan secara maksimal gitu kak. Nah, kalau dari dalam diri sendiri udah beres kan nanti baru untuk mengajak orang lain berdiskusi sama tanya jawab untuk memancing diskusinya juga kan lebih enak gitu kak.
I	Nah. Terima kasih temen-temen buat wawancara hari ini semoga kalian sukses kedepannya. Oke boleh leave yang yang sudah. Terima kasih.
P4	Makasih kak, sukses selalu
P5, P6	Makasih kak
I	Sama-sama

