

ABSTRACT

Baskoro, Andreas Rahardjo Adi. (2015). *Collaborative Learning to Improve Students' Critical Thinking Skills in Critical Reading and Writing II Class of English Language Education Sanata Dharma University*. Yogyakarta: Sanata Dharma University.

The demand from the society for the scholars to contribute in many aspects of human life and the enormous amount of available information in this globalization era are the reason for universities to improve students' quality. This situation leads higher education to improve essential skills for their students: critical thinking skills. English Language Education Sanata Dharma University has realized the concern and answers the situation by holding a course to improve students' critical thinking skills: Critical Reading and Writing II. However, improving critical thinking skills was found difficult in Critical Reading and Writing II.

The research was conducted to implement collaborative learning to improve students' critical thinking skills in Critical Reading and Writing II Class of English Language Education Sanata Dharma University. The research problem was formulated into two research questions: how is collaborative learning method implemented to improve students' critical thinking skills in CRW II? What are the difficulties for the students to improve critical thinking skills in CRW II?

The research was designed as a classroom action research. The participants were 19 students of CRW II Class B Semester 4 English Language Education Sanata Dharma University. The research was conducted in two cycles with the implementation of peer involvement, peer assessment, and peer feedback as the collaborative learning strategies. Observation, writing test, and questionnaire were employed in the data gathering. The data analysis was qualitative data analysis in form of narrative discourse and descriptive statistics.

From the result, it was found that the implementation of collaborative learning method gave students opportunity to improve students' critical thinking skills in CRW II, which was indicated by students' general attitudes of critical thinking, suspended judgements, high participation, and the significant change percentages of students' scores on argumentative essay (17% change percentage on final mean score).

Keywords: Collaborative learning, critical thinking skills, classroom action research

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Tuntutan masyarakat yang sangat tinggi terhadap para sarjana untuk berkontribusi dalam berbagai aspek masyarakat dan informasi yang sangat luas di era globalisasi merupakan alasan mengapa perguruan tinggi perlu meningkatkan kualitas mahasiswa. Situasi tersebut menyebabkan perlunya perguruan tinggi meningkatkan kemampuan yang esensial bagi para mahasiswa: daya berpikir kritis. Pendidikan Bahasa Inggris Universitas Sanata Dharma menjawab kebutuhan tersebut dengan menyelenggarakan sebuah mata kuliah: *Critical Reading and Writing II*. Meski demikian, peningkatan daya berpikir kritis masih menjadi hal yang sulit dalam mata kuliah tersebut.

Penelitian ini dilaksanakan untuk mengimplementasikan pembelajaran kolaboratif untuk meningkatkan daya berpikir kritis mahasiswa dalam mata kuliah *Critical Reading and Writing II* Pendidikan Bahasa Inggris Universitas Sanata Dharma. Pokok permasalahan dirumuskan dalam dua pertanyaan: bagaimana metode pembelajaran kolaboratif diimplementasikan untuk meningkatkan daya berpikir kritis mahasiswa di kelas CRW II? Apa kesulitan mahasiswa dalam meningkatkan daya berpikir kritis di kelas CRW II?

Penelitian ini dirancang sebagai penelitian tindakan kelas. Para partisipan merupakan 19 mahasiswa CRW II kelas B semester 4 Pendidikan Bahasa Inggris Universitas Sanata Dharma. Penelitian dilaksanakan dalam dua siklus dengan mengimplementasikan tutor sebaya, *assessment* sebaya, dan umpan balik sebaya sebagai strategi pembelajaran kolaboratif. Observasi, tes menulis, dan kuesioner digunakan dalam proses pengumpulan data. Data analisis menggunakan pendekatan kualitatif dalam bentuk diskursi naratif dan statistika deskriptif.

Berdasarkan hasil penelitian, telah ditemukan bahwa implementasi metode pembelajaran kolaboratif memberi kesempatan kepada mahasiswa untuk meningkatkan daya berpikir kritis di kelas CRW II; hal ini diindikasikan dengan sikap berpikir kritis mahasiswa, penilaian kritis, partisipasi yang tinggi, dan persentase perubahan yang signifikan dari skor esai argumentatif mahasiswa (17% peningkatan rata-rata nilai akhir).

Kata kunci: Collaborative learning, critical thinking skills, classroom action research