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Type of Collaborative Learning of Kagan Framework in Microteaching Course of ELESP UNJ

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Abstract

This study aims to identify what collaborative learning is in the microteaching class of the English Language Education Study Program, Jakarta State University. Indicators in collaborative learning are based on research and statements from Kagan (2015). In conducting this research, data were collected from the student-student teacher activities and interactions in microteaching class activities. The finding showed that type of collaborative learning in this course belonged to learning together. The activities in learning together were when the student teacher decided on group size, assign students to groups, arrange the room, assign roles, explain the academic task, monitor student's behavior, provide task assistance, and provide closure. The results of the study hopefully can give insights on how to conduct collaborative learning an any subjects or courses.

Keywords: Collaborative Learning, Microteaching, Type of Collaborative Learning, Kagan framework.

INTRODUCTION

Collaborative learning is the realization of skills to work together to achieve certain goals in and outside the classroom to prepare better future generations in contributing to the society. Collaboration skills emphasize the student's behavior, from individual efforts to group work, or from independence to the community (Laal, M., & Laal, M. 2012). Collaborative learning also allows students to explore new ideas and increase their ability to interact with each other among students in the group or between students and teacher (Gillies, 2007). As one of the 21st century skills, collaboration skills have become the world's attention and have been discussed as one of the indicators of successful life, not merely limited to learning. World Economic Forum (2016, in Evelina, 2019), for example, stated that collaboration skills are indicated as the top desirable skills among the employee's successful performance on both individual and organizational levels for the decades to come. In Indonesia, the *Kurikulum* 2013 emphasizes critical thinking manifested in the act of building collaboration between teachers and students or among students. This collaboration can take the form of division of study groups and discussion groups, and students can discuss with each other how to develop personal experiences through the process *observe, ask, reason, and try* to enhance individual creativity.

Collaborative learning can be implemented in the class in various forms. One of the most widely accepted classifications of collaborative learning is emphasized by Kagan framework which focuses on developers and possible primary applications in the context of ESL/EFL instruction. There were numerous types of collaborative learning of Kagan frameworks in the classroom (Evelina, J., Robert, L & Palmira, J. 2019)

which can be classified into four big types: learning together, jigsaw design, collaborative investigation, and mastery design, as illustrated in the following table:

Type of Collaborative Learning	Developers
Learning Together	
Learning Together	Johnson & Johnson
Jigsaw Design	
Jigsaw II	Slavin
Controversy Jigsaw	Coelho & Winn-Bell Olsen
Partners	Kagan
Collaborative Investigations	
Group Investigation	Thelen, Sharan & Sharan
Co-op Co-op	Kagan
Co-op Jigsaw Team Project	Kagan
Complex Instruction	Cohen
Mastery Design	
Color-Coded Co-op Cards	Kagan
STAD	Slavin
TGT	DeVries & Edwards
CIRC	Madden, Slavin & Stevens
Co-op Centers	Kagan, Olsen & McClay

Learning Together as proposed by David and Roger Johnson (1988) is when the students work together, for one class period, to achieve shared learning goals and complete jointly specific tasks and assignments. In this model, instructions are organized according to the principles of heterogeneous grouping, positive interdependence, individual accountability, social/collaborative skills and group processing. In ESL/EFL classrooms, this model can help learners to read and comprehend a certain text, write an essay and/or prepare a group project or presentation on certain aspects of the target culture. This can cover decision making, or problem solving, completing a curriculum unit, writing a report, or reading a chapter or reference book, learning vocabulary, or answering questions at the end of the chapter.

Robert Slavin (1986) and his associates create *Jigsaw II*. Jigsaw activity involved students in a five-to-six-member group. Each member of the group is given unique information on a topic that the whole group is studying. After the students have read their sections, each member meets in the "expert groups" with his/her counterparts from other groups to discuss the information. Next, the students return to their previous groups and teach their group members what they have learned. The entire class may take a test or a quiz for individual grades at the end. Improvement points are calculated, and teams receive recognitions, based on the sum of individual improvement points. Another variation of jigsaw was developed by Elizabeth Coelho and Judy Winn-Bell Olsen (1989) called *Controversy Jigsaw* which requires students view issues from different perspectives. The instruction of controversy jigsaw activity similar to jigsaw II. The difference is the controversy jigsaw required each group to solve a problem based on their role given. On the other hand, *Jigsaw Partner* developed by Kagan (1985) involves students in pairs to work together to master some content and then to present it to another pair. This activity requires both to sit together but each member is assigned to master different topics, materials, and/or worksheets. After that, they teach each other. For *Debate Partners*, each side presents his/her arguments on the issue and then check for each other's understanding and/or tutor his/her teammate. An individual quiz, essay, or a structured test can be given to assess individual mastery.

Group Investigation requires students to work in small groups to "investigate" a learning topic to enable students to realize how investigations work in an inclusive and interconnected society. In the ESL/EFL classroom, group investigation is absolutely suitable for completing complex tasks such as writing a research paper, preparing a presentation about some relevant themes or issues, or developing culture capsules, minidramas and clusters to learn about certain aspects of the target culture. *Co-op Co-op* proposed by Kagan (1980) is an activity that involves students to work together in small groups. The group members discuss and propose creative ideas in doing a project or presentation to provide new insights and distribute to the brand

group. *Co-op Jigsaw Team Projects* developed by Kagan (2015) gives similar instructions to that of other jigsaw activities. The difference is that each group is required to develop the collective expertise of each group member to make a project or presentation according to the given topic. *Complex Instruction* developed by Elizabeth Cohen and Rachel Lotan (1997) provides complex instruction that involves activity skill development, especially through group activities that focus on the interaction of members in the group. This model gives opportunities for learners to acquire group-work norms and management skills. Complex instruction convinces learners that each of them is smart and has important intellectual contributions to make to the multiple-ability task.

Color-Coded Co-op Cards proposed by Kagan (1985) is a series of activities that take a week to help students memorize the content being studied. Each student on the team, using different colored marker, makes a set of flashcards on the items. Students play the flashcard game, if students win back cards, they master through the three rounds of the flashcard game. *Student teams-achievement divisions (STAD)* and *Teams-games-tournaments (TGT)* are similar. STAD requires students take individual quizzes and tests in order to determine their mastery of the material under study and is most appropriate for teaching the language rules and mechanics of the target language. TGT, on the other hand, is organized into five major components of lesson planning – class presentation, team study, tournament, determining individual improvement points, and team recognition. TGT is most appropriate for teaching spelling, the language rules, and the mechanics of the target language. *Cooperative Integrated Reading and Composition (*CIRC) is a school-based program that targets reading, writing, and language arts. The three principle program elements are direct instruction in reading comprehension, story-related activities, and integrated language arts writing instruction. In CIRC, teachers use novels and basal readers, either with reading groups or traditional reading classes. Finally, *Cooperative Centers* or Co-op Centers designed by Kagan (1985) aimed to make activities interesting in mastering any content. Three teams learn at an identical center every day, and then take turns to new topics the next day. The centers are designed to be standalone, so teams can work at any center in any order. Since three teams are on the same topic every day, there is an opportunity for teams with the same topic to consult at the end of the day.

Considering the above discussion, the researcher was then interested to investigate the types of collaborative learning based on Kagan framework in the micro teaching class of ELESP UNJ.

RESEARCH METHOD

Qualitative research was applied to gain an in-depth exploration of the collaborative learning applied in face-to-face microteaching course conducted by the student teachers (Creswell 2011). (Johnson, D., R. Johnson & E. Holubec 1988) (Slavin 1986) (Coelho, E., L. Winer & J. Winn-Bell Olsen 1989). The data were discussed descriptively; it means that the data in this research were words, phrases, and sentences belonging to activities by student teachers and students. The data were obtained from five student teachers who enrolled in collaborative learning of Kagan framework in the face-to-face microteaching course in academic year 2018/2019. The teaching was recorded and analysis to the data was conducted using Kagan Framework to identify which type of collaborative learning they belonged to.

RESULTS AND DISCUSSION

A. Results

Based on the data collection and analysis process, the researcher found that collaborative learning of Kagan framework in the microteaching course in ELESP UNJ can be illustrated as follow:

No	Aspect	Characteristic	V 1	V 2	V 3	V 4	V 5
Learning Together							
1	Deciding on group size	Groups of 2-6 members or work in pairs depending on the focus of learning such as to read and comprehend a certain text, write an essay and/or prepare a group project to presentation about certain aspects of the target culture	✓	✓	✓	✓	✓
2	Assigning	Homogeneous or heterogeneous; separate students or groups that are not	✓	✓	✓	✓	✓

	students to group	task-oriented and student-oriented; allow student input into groupings.					
3	Assigning roles	Through role assignments that are interrelated with group members. For example, one student may be assigned the role of leader	✓				
4	Arranging the room	Members of each group sit in a circle and are close enough to communicate without disrupting the other learning groups.	✓	✓	✓	✓	✓
5	Explained the academic task	Teachers established the task so that students are clear about the task; To read and comprehend a certain text, write an essay and/or prepare a group project to presentation about certain aspects of the target culture.	✓	✓	✓	✓	✓
6	Monitoring each learning group	After the working group starts, the teacher helps group members and groups to determine what problems they face in completing tasks and working collaboratively**.**	✓	✓	✓	✓	✓
7	Providing task assistance	Teachers clarify instructions, review procedures and strategies for completing the assignment, answer questions, and teach task skills as necessary.	✓	✓	✓		
8	Providing closure	Teachers summarize the major points of a lesson, ask students to recall ideas, and answer final questions.	✓	✓	✓	✓	✓
Jigsaw II							
1	Assigning students to group	Groups of 2-6 members or work in pairs depending on the objectives and concept of the learning as heterogeneous grouping (the groups should be diverse in terms of gender, ethnicity, race, and ability) to solve a problem by collaborating in group					
2	Assigning roles	Teacher assign each members' group for mastering a portion of the material and then teaching that part of the other team members.					
3	Reading the assigned Material	Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.					
4	Form temporary expert groups	Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.					
5	Team reporting	Bring the students back into their jigsaw groups.					
6	Presentation	Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.					
7	Monitoring each learning group	Teacher observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention.					
8	Individual assessment.	The teacher give a quiz on the material to assess individual mastery.					
Controversy Jigsaw							
1	Assigning students to group	Groups of 2-6 members or work in pairs depend on the objectives and concept of the learning as heterogeneous grouping (the groups should be diverse in terms of gender, ethnicity, race, and ability) to solve a problem by collaborating in the group.					
2	Assigning roles	The teacher establish the role of each group. For example, group 1 is developers, group 2 is home builders, group 3 is real estate agents and group 4 is EPA representatives to all exchange information on solving their concerns.					
3	Reading the assigned Material	Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.					
4	Form temporary expert groups	Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.					
5	Team reporting	Bring the students back into their jigsaw groups.					
6	Presentation	Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.					
7	Monitoring each learning group	Teacher observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention.					
8	Individual assessment	Teacher gives a quiz on the material to asses individual mastery.					
Jigsaw Partners							
1	Assigning	Assigned group work in pairs as heterogeneous grouping (the groups					

	students to group	should be diverse in terms of gender, ethnicity, race, and ability) to solve a problem by collaborating in group					
2	Class divides: partners sit together.	Topic 1 partners are all on one side of the class; topic 2 partners on the other. The topic may be different sides of debate (e.g., pro or con on capital punishment).					
3	Topics are assigned and/or materials distributed.	Topic may be different sides of the debate (e.g., pro or con on capital punishment). Materials may consist of reading and a worksheet to stimulate higher-level thinking.					
4	Students master topics.	Teacher distributed students to master the materials. For example, research the arguments pro or con on an issue.					
5	Partners consult with same-topic partners	Partners consult with like-topic partners sitting next to them, checking for correctness, and completeness.					
6	Partners prepare to present & tutor.	Partners analyze critical features and decide on a teaching strategy. Students are encouraged to make visuals and other teaching aids. Partners must evaluate what is important to teach and how to determine if learning has occurred in their teammates.					
7	Teams reunite; partners present	Partners work as a team, dividing the labor as they teach the other pair in their team. For Partners Debate, each side presents their arguments on the issue.					
8	Partners tutor	After presenting the skill or information, partners check for understanding and tutor their teammates.					
9	Individual assessment	An individual quiz, essay, or structure (Showdown) assesses individual mastery.					
Group Investigation							
1	Identifying the Topic and Organizing Pupils into Research Groups.	Teacher forms a group of 2-6 member into heterogeneous grouping and allow the group to choose of inquiry topic.					
2	Planning the Learning Task.	The teacher let each group to determine subtopics for investigation. Groups decide what and how to study and set the goals of learning.					
3	Carrying Out the Investigation	Students communicate with the teacher, other groups, and other resource persons to gather information, analyze, evaluate the data, and reach conclusions.					
4	Preparing the Final Report.	Students prepare a report, event, or summary. Students organize, abstract, and synthesize information. Groups decide on content and format of their presentation; a steering committee of representatives of the groups coordinates the work of groups.					
5	Presenting the Final Report	Exhibitions, skits, debates, and reports are acceptable formats, as is the inclusion of cast members not in the group.					
6	Evaluation	Assessment of higher-level learning is emphasized including applications, synthesis, and inferences. Teachers and students may collaborate on evaluation; the steering committee may work with the teacher in creating the exam.					
Co-op Co-op							
1	Assigning students to group	Establish groups of 2-6 members or work in pairs depend on the objectives and concept of the learning students are assigned to a team or may be allowed to choose a team depending on class goals.					
2	Teambuilding and Cooperative Skill Development.	Teambuilding activities are necessary so that they bond as a team and gain a sense of mutual trust.					
3	Team Topic Selection	Teams select their topics. Students are reminded (via whiteboard, overhead, or handout) which topics the class as a whole has indicated are of greatest interest.					
4	Mini-topic Selection learning group	A group creates a division of labor among the teams within the class, each team divides its topic to create a division of labor.					
5	Mini-topic Presentations	Each, in turn, presents his/her mini-topic to teammates. Each team member has a specific time allotted for a mini-topic presentation.					
6	Team Presentations	the teacher following the presentation, to lead a feedback session and/or to interview the teams.					

7	Evaluation	Evaluation and feedback from audience teams and the teacher offer students insight to how their projects and presentations were received by others.					
Co-op Jigsaw Team Projects							
1	Assigning students to group	Groups of 2-6 members that are required to develop the collective expertise of each group member to make a project or presentation according to the given topic.					
2	Assigning roles	The teacher assign each teammate is assigned a different expert topic.					
3	Reading the assigned Material	Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.					
4	Form temporary expert groups	Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.					
5	Team reporting	The team works together to apply their collective expertise to make a project or presentation on the assigned or selected team topic.					
6	Presentation	Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.					
7	Monitoring each learning group	Float from group to group, observing the process. If any group is having trouble (e.g., a member is dominating or disruptive), make an appropriate intervention.					
Complex Instruction							
1	Assigning students to group	Students are assigned to linguistically and academically heterogeneous 2-6 members of a group at learning centers.					
2	Assigning roles	Each member also plays a role in cooperative learning such as a facilitator, material monitor, and reporter.					
3	Group-Worthy Learning	The groups must explore complex learning concepts or solve problems that no single student can do independently. The group prepares a culminating product.					
4	Cooperative Learning Principles.	requiring groups to create a product. Students must each make important contributions for the group to succeed in the mastery of the content and creation of the product. Individual accountability is included by requiring each student to complete an individual report after the group task.					
5	Monitoring each learning group	After the working group starts, the teacher helps group members and groups to determine what problems they face in completing tasks and working collaboratively.					
Color-Coded Co-op Cards							
1	Pretest.	All students take a pretest on the week's memory items. Ability to defend information only as part of thoughts such as the ability to evaluate or analyze.					
2	Students Create Color-Coded Co-op Cards.	Each student on the team, using a different colored marker, makes a set of flashcards on the items missed on the pretest.					
3	Students Play the Flashcard Game	Students win back cards they master through the three rounds of the Flashcard Game					
4	Practice Test	Following the Flashcard Game, students take a practice test on all of the items					
5	Initial Color-Coded Improvement Scoring.	Teammates place a star on the flashcards they answered correctly on the practice test, then pool and count the starred cards for the team, celebrating their success.					
6	Repeated Practice on Missed Items	The Flashcard Game is played again on all items missed on the pretest. These new items are included for the second round of practice, along with flashcards that have not yet earned a star					
7	Final Test and Final Improvement Scoring	Students take the final test, star all cards they answered correctly on the final test, pool the starred cards, and count them to determine the final improvement score for the team.					
8	Reflection	Students are allowed time to discuss how they can best help their partner while playing the Flashcard Game					
STAD							

1	Class Presentations.	Materials in STAD are initially introduced in a class presentation. This is most often a lecture discussion conducted by the teacher, but could include audio-visual presentations					
2	Assigning students to group	Students learn in small groups consists of 4-5 members as a heterogeneous grouping to defend information only as part of thoughts such as the ability to evaluate or analyze.					
3	Quizzes	The quizzes are composed of course content-relevant questions that students must answer. They are designed to test the knowledge gained by students from class presentations and during team practice.					
4	individual Improvement Scoring	Each week, teams receive recognition for the sum of the improvement scores of the team members. A newsletter is the primary means of rewarding teams and individual students for their performance.					
5	Team Recognition	Each week, teachers give teams recognition for the sum of the improvement scores of the team members.					
TGT							
1	Class Presentations.	Teacher introduced the materials in a class presentation. This is most often a lecture discussion conducted by the teacher, but could include audio-visual presentations.					
2	Assigning students to group	Students learn in small groups consists of 4-5 members as a heterogeneous grouping to defend information only as part of thoughts such as the ability to evaluate or analyze.					
3	Tournament	The activity used academic game tournaments are composed of course content relevant questions that students must answer. They are designed to test the knowledge gained by students from class presentations and during team practice.					
4	Individual Improvement Scoring	Each week, teams receive recognition for the sum of the improvement scores of the team members. A newsletter is the primary means of rewarding teams and individual students for their performance.					
5	Team Recognition	Each week, teachers give teams recognition for the sum of the improvement scores of the team members.					
CIRC							
1	Clarify learning goal	The class is divided into two reading levels: a “code/meaning” group that receives instruction in phonic decoding skills, vocabulary, and comprehension; and a “meaning” group that has adequate decoding skills and receives instruction on vocabulary, comprehension, and inference.					
2	Assigning students to group	Students are assigned to 4–5 member teams. They are assigned in pairs to teams so that they have a partner on their reading level to work with during the reading activities.					
3	Assigning roles	Students are assigned to teams composed of pairs of the students from two or more different reading levels.					
4	Practice test	Students work in their teams to assess mastery of vocabulary, decoding, and content presented in each basal story. Materials are prepared to accompany specific commercial basal.					
5	Pretest	written pretests and final tests for each unit, and an oral reading list for each story					
6	Post-test	written pretests and final tests for each unit, and an oral reading list for each story					
Co-op Centers							
1	Assigning students to group	Groups of 2-6 members to make activities interesting in mastering any content.					
2	Assigning roles	There are three learning centers are created for three identical centers on each of three topics that rotate through three centers a week.					
3	Planning the task	Teachers established the task so that students are clear about the task: read and react to a poem or short reading, or respond to an experience via a cooperative writing project. Social studies projects include time lines, creating pro v. con charts on issues, and finding locations on the globe using longitude and latitude					
4	Demonstration	Three teams work at identical centers each day and then rotate to a new topic the next day. Additionally, with only three days a week at the learning center, there is time for teacher demonstrations and other teamwork.					
5	Monitoring each learning group	After the working group starts, the teacher helps group members and groups to determine what problems they face in completing tasks and					

		working collaboratively.					

Table of Type of Collaborative Learning of Kagan framework Revealed in Microteaching

The finding showed that the type of collaborative learning by Kagan framework implemented in microteaching course belonged to learning together which were revealed in all data. The finding indicated that learning together was addressed when deciding on group size, assigning students to a group, arranging the room, assigning roles, explaining the academic task, monitoring student's behavior, providing task assistance, and providing closure. Each video revealed that the student teachers focused on reading and comprehending a certain text, writing an essay, and preparing a group presentation project about certain aspects of the target culture.

B. Discussion

The finding revealed that there was only one type of collaborative learning by Kagan framework implemented by the five student teachers in microteaching course of ELESP UNJ, that was learning together. In specific, there were 8 activities from video 1 that showed learning together which were deciding on group size, assigning students to groups, arranging the room, assigning roles, explaining the academic task, monitoring student's behavior, providing task assistance, and providing closure. Video 2 implemented 7 activities of learning together, they were deciding on group size, assigning students to groups, assigning roles, arranging the room, monitoring student's behavior, providing task assistance, and providing closure. Video 3, 4, and 5 showed 4 similar activities, they were deciding on group size, arranging the room, monitoring student's behavior, and providing closure.

The instructions for activity of deciding on group size was stated as follow "*work in pair*" or "*I want you to count from 1 to 4*". The student teachers decided the group size, the number of collaborators within a group. Group size can influence learning outcomes by what the group can achieve in terms of collaborative dialogue (Hall 2014). Depending on the objectives and the nature of the learning task, cooperative groups range in size from 2–6 members (S. Kagan 2015). The activity of assigning students to groups was shown with such statement as "*each student who has the same number will be in one group*". The student teachers separated the students in each group with heterogeneous ability (Gillies 2014).

The activity of arranging the room means creating a space of group composition, in which the student teachers mostly made group work in pairs. Small size of group is suitable to acquire meaningful interaction of group members because they will have sufficient chance to exchange information or ideas, stimulate each other's conclusions and reasoning, advocate working harder, and provide feedback (Ruys 2012). The activity of assigning roles was discovered from such sentence as "*Choose one person to be the team leader please*". Interdependence was arranged though the assignment of complementary and interconnecting roles to group members. For example, one student was assigned the role of "the praise", another is "the checker."

The activity of explaining the academic task was revealed from how the student teachers set the task clearly which explained the objectives of the lesson, related the concepts, explained the procedures, and gave examples by demonstrating. The teachers' roles were mainly to create students' working groups, to organize their work by providing task instructions and educational materials or supports and evaluating the students' work (Baker 2015). The activity of monitoring student's behavior was the student teachers' action when monitoring and observing student group or individually, and student teachers also asked the students about the procedure and progress of the task. The teacher organized the classroom to ensure an adequate learning environment for group work, helped the students to collaborate effectively and efficiently, and guided the collaborative learning process (Ruys 2012).

The activity of providing task assistance was revealed through how student teachers clarified the instructions and reviewed the procedures for students' group work. In collaborative learning implementation, the teacher assured that activities and materials were working and helped the students by clarifying questions to solve problems in the group (Kaendler, C., Wiedmann, M., Rummel, N., & Spada, H 2015). Lastly, the activity of providing closure was revealed by how student teachers summarized the major points of a lesson, asked students to recall the lesson, recalled lesson learning goals and intended learning activities in collaborative learning (Kaendler, C., Wiedmann, M., Rummel, N., & Spada, H 2015).

CONCLUSION AND RECOMMENDATION

It can be concluded that the student teachers in the microteaching course at ELESP UNJ implemented one (that was learning together) out of 13 types of collaborative learning proposed by Kagan framework. The researcher, therefore, proposes the following suggestions:

1. Further research is encouraged to conduct with different types of participants with different levels to gain richer pictures on the implementation of different types of collaborative learning of Kagan framework.
2. Further research is encouraged to conduct with different kinds of data or academic document such as lesson plan, syllabus, curriculum, and textbook to see how collaborative learning of Kagan framework is interpreted in a document.

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