

Vocational High School Students' Perceptions of Collaborative Learning in Reading

Try Suheri Effendi

Universitas Muhammadiyah Prof. DR. HAMKA

trysuherieffendi385@gmail.com

Suciana Wijirahayu

Universitas Muhammadiyah Prof. DR. HAMKA

sucianawijirahayu@uhamka.ac.id

Received: 2nd July 2024

Accepted: 9th September 2024

Published: 17th September 2024

Abstract

This study explores students' perceptions at one of the State Vocational Schools in East Jakarta regarding the application of collaborative learning in reading recount and biographical texts. Using quantitative descriptive methods, it measures and analyzes attitudes, experiences, and results related to collaborative learning techniques among students. The data collection tool was a questionnaire distributed to 6 classes of grade XI vocational school students, responded to by 153 students. The findings indicated that students positively perceived cooperative learning, highlighting increased understanding and engagement with retelling and biographical texts. In addition, the results suggested that collaborative learning fosters a supportive learning environment that encourages student participation and interaction. These insights are invaluable for educators who wish to implement cooperative learning strategies to improve reading skills in vocational education settings. The implications of these findings showed that collaborative learning enhances students' reading comprehension and fosters a positive classroom environment. Students are more engaged and motivated to participate actively in their learning by prioritizing teamwork and mutual accountability. Educators integrate collaborative learning strategies into their teaching practices to improve student's reading skills and academic performance. Suggestions for future research include investigating the long-term impact of collaborative learning on students' academic achievement and social skills. Moreover, exploring the effectiveness of different collaborative learning techniques tailored to other text types that can provide valuable insights for optimizing reading teaching practices.

Keywords: collaborative learning; student perception, reading comprehension

1. Introduction

Reading comprehension stands as a cornerstone of academic success. It fuels communication, knowledge acquisition, and applying information effectively (Fisher, 2016). However, classrooms often grapple with student disengagement, where reading is perceived as a tedious obligation rather than a gateway to exploration and enjoyment (Mutia, 2018). The students' good habit of reading decreased their anxiety in writing (Wijirahayu & Kamilah, 2021).

One of the four skill types in learning English is reading; the other three are speaking, listening, writing, and reading. According to Urquhart and Weir, reading is the act of taking in and deciphering information that has been marked in the printed medium's language (Saputri, 2024). According to Chastain, reading is the skill of listening and translating codes by the audience to discover the meaning of the text, where the reader receives the written message and tries to recreate the author's message as much as possible. (Farzaneh & Nejadansari, 2014, p. 287) Reading is one of four fundamental skills in language learning. Reading is essential for students' academic success because it provides comprehensible input that helps them communicate fluently in other languages.



The concept of reading is multifaceted, encompassing various aspects beyond a singular definition. This complexity arises from the interplay between the reader's purpose (Mutia, 2018), the text's content and format, the reader's attitude, and their prior knowledge. (Harmer, 1998) emphasizes the physical act of reading, while (Nunan, 2003) focuses on comprehension as the primary objective. Nunan further highlights the crucial role of prior knowledge alongside textual information in achieving comprehension. This emphasizes that readers are not passive recipients of information; they actively engage with the text by drawing upon their existing knowledge and experiences.

Narrative text can be interpreted as text containing various past events. Some texts tell stories of the past with a coherent series of events. The purpose of a narrative is to tell a chronological story about a person's past events or experiences. Peter Knapp and Megan Watkins write that narrative writing is called narration. They further say that a narrative is a formally sequential text, nothing more than a series of moments. This means that when telling a story, people talk about a series of events and people, times, and places. (Vigara, 2022). A *biographical text* is a text that retells someone's events. A text that tells a story about someone's life written by someone else is a nonfiction text. In another definition, Biographical Text is a type of recount text that contains another person's point of view, discusses history that occurred in ancient times, or tells the story of a hero using a third-person perspective (Vigara, 2022).

According to Gokhale, Collaborative learning is an educational method where students of varying ability levels collaborate in teams to accomplish shared objectives. This implies that each team member is accountable for their learning and the learning of fellow members. Consequently, when one student succeeds, it benefits other pupils as well. Research shows that cooperation in the classroom structure can significantly impact students' performance and learning (Sulaiman et al., 2015). *Collaborative learning* is an educational method in which students collaborate to solve problems and accomplish tasks as a group. Collaborative learning aims to help students evaluate the value and quality of their knowledge by having them try to understand it with others who are like them—their peers. Ahmad Ahmad et al. 2024, p. 85) State, "Collaboration occurs through two-way communication, recognizing the strengths of parents, and solving problems together."

Weaknesses of Previous Research on Collaborative Reading in Vocational Schools Despite the positive outcomes of collaborative reading strategies, previous research has several areas for improvement. Addressing these weaknesses can provide a more comprehensive understanding of the effectiveness and limitations of collaborative learning approaches in vocational schools.

1. **Limited Generalizability:** Many studies on collaborative reading in vocational schools have focused on small sample sizes or specific populations, limiting the generalizability of the findings. For instance, research by Mutia (2018) concentrated on a single vocational school, which may not accurately represent the diverse contexts and student demographics across different vocational institutions.

2. **Lack of Longitudinal Studies:** Most research in this field relies on short-term studies, which fail to capture the long-term effects of collaborative reading strategies on students' academic performance and social skills. Longitudinal studies are needed to assess these methods' sustained impact over time and determine whether initial gains are maintained.

3. **Insufficient Focus on Individual Differences:** Collaborative learning assumes a homogeneous group dynamic, often overlooking individual differences in learning styles, abilities, and preferences. Studies by Gokhale (1995) and Handayani et al. (2019) suggest that while some students thrive in collaborative settings, others may struggle due to personal or academic challenges. Research needs to explore how these differences affect the efficacy of collaborative learning and how strategies can be tailored to accommodate diverse learners.

4. **Variability in Implementation:** The implementation of collaborative reading strategies can vary significantly across different studies, making it difficult to compare results. Factors such as the teacher's role, group composition, and specific collaborative tasks can influence outcomes. More standardized methodologies are necessary to ensure consistency and comparability across studies.

5. **Lack of Control Groups:** Many studies do not include control groups, making it challenging to attribute improvements in reading comprehension and engagement solely to collaborative learning. Including control groups in future research would help isolate the effects of collaborative strategies from other potential influencing factors.

6. **Measurement of Outcomes:** Previous research often relies on self-reported data from students, which can be subjective and prone to bias. For example, the study by Effendi and Wijirahayu (2024) used questionnaires to gauge student perceptions, which, while valuable, may not provide an objective measure of actual learning outcomes. Future studies should incorporate more objective assessment tools, such as standardized tests and observational data, to validate findings.

7. **Cultural and Contextual Factors:** The influence of cultural and contextual factors on the effectiveness of collaborative learning is frequently underexplored. For instance, the research by Wijirahayu and Kamilah (2021) highlights the impact of students' cultural backgrounds on their reading habits and anxiety levels. Understanding how these factors interact with collaborative learning strategies can help educators design more culturally responsive and effective interventions.

Recommendations for Future Research. To address these weaknesses, future research on collaborative reading in vocational schools should consider the following approaches: Conducting studies with larger. More diverse samples are needed to enhance the generalizability of findings, And longitudinal research designs should be implemented to examine the long-term effects of collaborative learning. They are exploring individual differences in learning preferences and abilities to tailor collaborative strategies accordingly and standardize implementation methods across studies to ensure consistency. Control groups should be included to isolate the effects of collaborative learning. They are using objective assessment tools alongside self-reported data to measure outcomes and investigate the role of cultural and contextual factors in shaping the effectiveness of collaborative learning. By addressing these areas, future research can provide a more nuanced understanding of collaborative reading strategies and their impact on vocational students, ultimately leading to more effective educational practices.

2. Method

This study employs a quantitative descriptive method to investigate the impact of collaborative learning on students' social interaction skills when reading recount and biography texts. Data were collected through a structured survey questionnaire featuring Likert scale items, making the quantitative approach appropriate for this research. This method allows for a systematic analysis of the data to identify correlations and trends within the responses.

The research aligns with a post-positivist worldview, emphasizing objectivity in explaining the phenomena (Creswell, 2018). Following established procedures ensures the reliability and validity of the instruments used, providing a robust framework for examining the relationship between collaborative learning and social interaction skills.

Data Collection

A survey questionnaire was distributed via Google Forms, reaching 153 participants out of 210 students (participation rate: 72.9%). Data collection took place over two weeks, with participants voluntarily completing the questionnaire, which took 30-45 minutes. Additionally, the researchers conducted weekly meetings with participants to gain deeper insights through observations and recorded interviews regarding their perspectives on collaborative learning.

3. Findings and Discussion

The collected results show that, despite demonstrating their ability to work in groups, students still require more exposure to teamwork and a reminder of their responsibilities. This ensures that everyone understands their roles as they work together to succeed. Johnson stated (Ghavifekr, 2020, p. 11) The advantage of collaborative learning is that it strengthens students' self-confidence, allowing them to be motivated and enthusiastic about the learning process. Therefore, this research aims to assess the level of collaborative learning among vocational school students, assessing their understanding and attitudes towards this approach.

We apply an analysis of survey responses to understand students' perceptions of cooperative learning. All 153 Students participating in the study were mandated to fill out the questionnaire. These issues mostly concern student input on collaborative learning exercises used in statistics classes. Tables 1, 2, and 3 below display the frequency of each item as a percentage in the survey.

Table 1. Frequency in percentage for items 1, 2, 3 and 4 in the questionnaire on collaborative learning

No.	Frequency in Percentage For Items In The Questionnaire on Collaborative Learning	Opinion							
		SA		A		D		SD	
		F	P%	F	P%	F	P%	F	P%
1	I learn more in collaborative groups for Reading recount text.	23	15%	119	77,8%	7	4,6%	4	2,6%
2	I learn more in collaborative groups for Reading biography text	21	13,7%	122	79,7%	7	4,6%	3	2%
3	I gain more knowledge by working with my peers.	55	35,9%	91	59,5%	3	2%	4	2,6%
4	I enjoy collaborative learning in in discussing recount text	34	22,2%	111	72,5%	4	2,6%	4	2,6%
5	I enjoy collaborative learning in in discussing biography text.	21	13,9%	120	79,5%	6	4%	4	2,6%

The questionnaire's overall results show that most students responded to questions about collaborative learning with "agreed" or "strongly agreed." Of the 153 students in Table 1

Question 1, around 92, 8% of students (77.8% "agreed" and 15% "Strongly agreed") believe they learn more reading recount text from collaborative groups. Students learn more effectively in collaborative groups. When reading recount text, students learn best in collaborative groups. Collaborative learning strategies have improved students' reading comprehension and writing skills, especially in recounting texts. In this approach students are divided into groups where they work together to analyze and understand the text, which improves their ability to identify main ideas, understand vocabulary, and determine supporting details and reference words (Hulo, 2018).

Count of 1. I learn more in collaborative groups for Reading recount text.

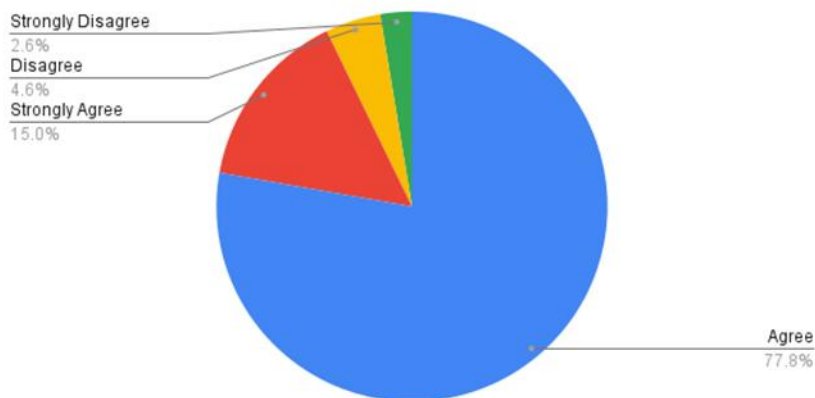


Figure 1. I lean more in collaborative group for Reading recount text.

Over 93% of students reported that collaborative learning helps them learn more effectively from biographical texts. This is likely because working in groups encourages students to share their understanding, clarify doubts, and engage in discussions. This dialogue around complex concepts fosters critical thinking skills and a deeper understanding of the material. Ultimately, collaborative learning can lead to increased enthusiasm and satisfaction in the classroom (Dooly, 2008).

Count of 2. I learn more in collaborative groups for Reading biography text

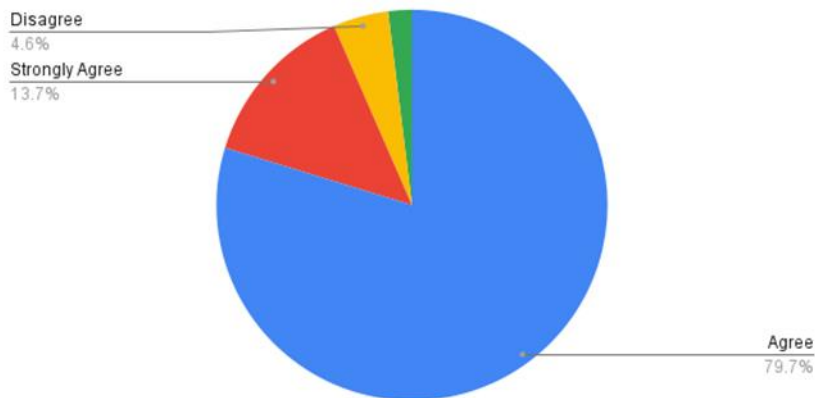


Figure 2. I learn more in collaborative groups for Reading biography text.

Question 3 indicated a total of 85, 4% Students agree that they gain more knowledge when working with my classmates. Peer learning allows students to get input from their peers, which can assist in enhancing their understanding and understanding of the material. This enhanced feedback can lead to better learning outcomes (Destriana, 2018).



Figure 3. I gain more knowledge by working with my peers.

According to the survey, a high percentage of students (nearly 95%) feel comfortable engaging in collaborative learning, particularly when discussing recount texts in groups. This finding aligns with research suggesting that cooperative contexts, as opposed to competitive ones, foster a more positive environment for participation and sharing opinions (Almajed et al., 2016; Johnson & Johnson, 2009). This aligns with my own positive experience in collaborative learning for discussing recounts.

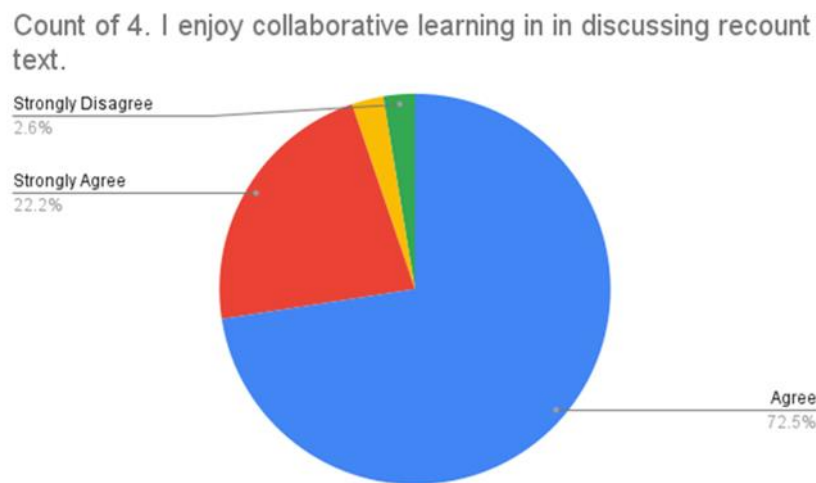


Figure 4. I enjoy collaborative learning in discussing recount

Question 5 indicated that 93.4% really worked in groups (79.5% "agreed" and 13.9% "strongly agreed") Students enjoy discussing biography texts through collaborative learning. This method creates an environment where they work together to solve problems, helping them cultivate critical thinking and problem-solving abilities. Students who engage in discussions and debates tend to become more critical learners. Learning in a group allows students to hear various interpretations as their peers explain concepts, prompting them to reassess their understanding. (Lane, 2016)

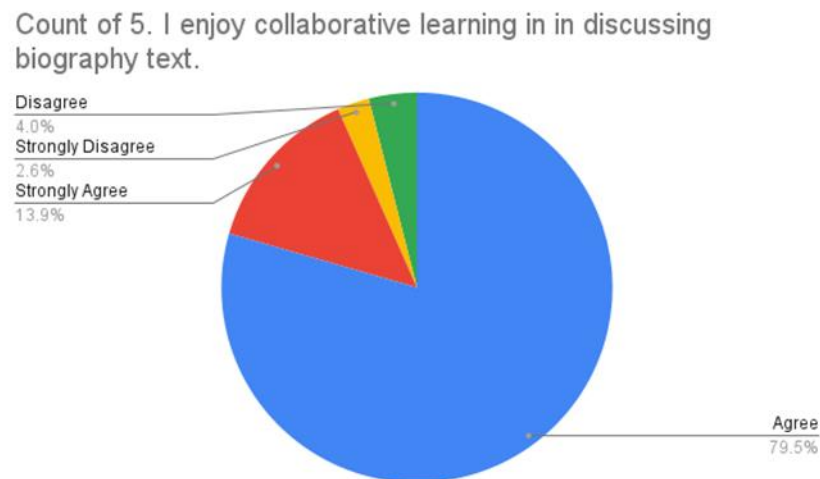


Figure 5. I enjoy collaborative learning in in discussing biography text.

Table 1 below, indicates that these students believe they learn more and gain more knowledge from group projects than from working alone. Collaborative learning can increase student engagement, as students are more likely to be interested in the material when they are working together. This increased engagement can lead to better learning outcomes. when students believe they learn more and gain more knowledge from group projects than from working alone, it can enhance their learning outcomes by promoting shared understanding, improved critical thinking, better retention, increased engagement, improved communication skills, enhanced creativity, better organization, increased motivation, improved problem-solving, and enhanced feedback.

Table 1. Frequency in percentage for items 1, 2, 3 and 4 in the questionnaire on collaborative learning

No.	Students' Perceptions on Academic Benefits.	Opinion							
		SA		A		D		SD	
		F	P%	F	P%	F	P%	F	P%
6	I prefer learning that has collaborative learning component	30	19,6%	113	73,9%	6	3,9%	4	2,6%
7	I felt responsible for the success of each individual in the group.	34	22,4%	103	67,8%	13	13,6%	2	1,3%
8	Collaborative learning enabled learners to help weaker learners in group.	43	28,1%	100	65,4%	5	3,3%	5	3,3%
9	Working in groups improves my relationship with my classmates.	51	33,3%	93	60,8%	4	2,6%	5	3,3%
10	All of the members of my group were committed to the success of the group in answering the question about recount text	27	17,6%	114	74,5%	6	3,9%	6	3,9%
11	All of the members of my group were committed to the success of the group in answering the question about biography text	27	17,6%	111	72,5%	12	7,8%	3	2%

12	Members of my group felt a commitment to other individuals in the group.	26	17%	114	74,5%	9	5,9%	4	2,6%
13	Collaborative learning has helped me to learn recount text to effectively in groups.	29	19%	113	73,9%	8	5,2%	3	2%
14	Collaborative learning has helped me to learn biography text to effectively in groups	26	17,1%	119	78,3%	4	2,6%	3	2%
15	The collaborative learning approach forced me to take on more responsibility for learning.	30	19,6%	92	60,15	29	19%	2	1,3%
16	The collaborative learning experiences in my class enhanced my Reading comprehends	31	20,4%	113	74,3%	6	3,9%	2	1,3%

Building on the previous findings, question 6 confirms a strong preference for collaborative learning (over 93.5%, Figure 6). This preference likely stems from the inherent benefits of collaborative projects. Working together exposes students to diverse perspectives, leading to more effective solutions and honing analytical skills (Laal et al., 2013). Additionally, the active participation and valued contributions in collaborative learning can be particularly satisfying for students with a history of academic struggles (Turnure & Zigler, 1964).

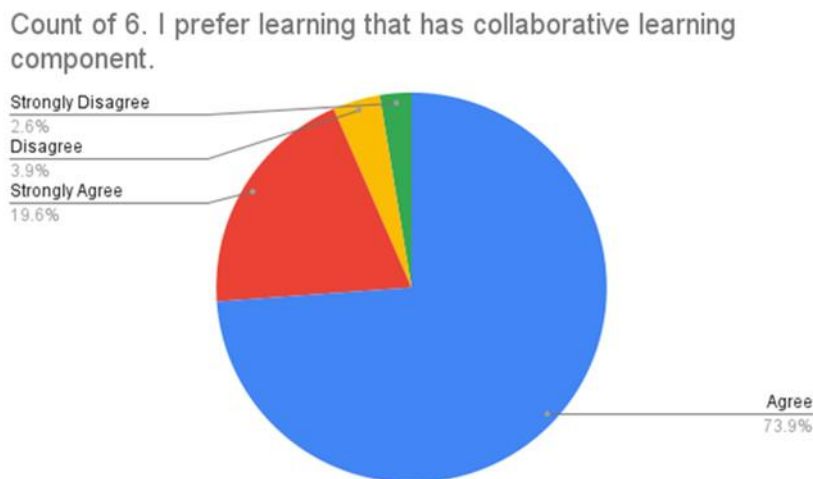


Figure 6. I prefer learning that has collaborative learning component.

Over 90% of students (Figure 7) reported feeling a sense of obligation to ensure group success. This emphasis on shared responsibility aligns with research highlighting the positive impact of group work on student attitudes (Banerjee, 2000; Suwantharathip, 2015). Collaborative learning fosters teamwork and accountability, encouraging active participation and timely completion of tasks. For instance, the Numbered Heads Together (NHT) model demonstrates how group discussions and shared responsibility can elevate student motivation and engagement with the learning material (Banerjee, 2000). Ultimately, this collaborative environment fosters a sense of responsibility for individual and group success, leading to more effective learning.

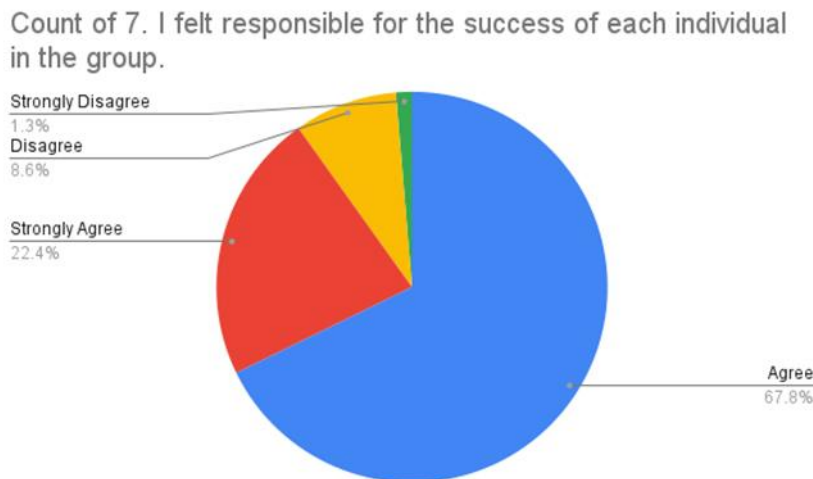


Figure 7. I felt responsible for the success of each individual in the group.

Nearly all students (93.5%, Figure 8) acknowledged the value of peer support in collaborative learning. Group work allows stronger students to assist their peers, fostering knowledge sharing and mutual support (Handayani et al., 2019). This reciprocal interaction strengthens understanding and overall performance (Lin, 2019). Collaborative environments go beyond knowledge exchange; they encourage students to articulate their thoughts and actively communicate to achieve learning objectives.

Count of 8. Group work encourages me to participate more in class.

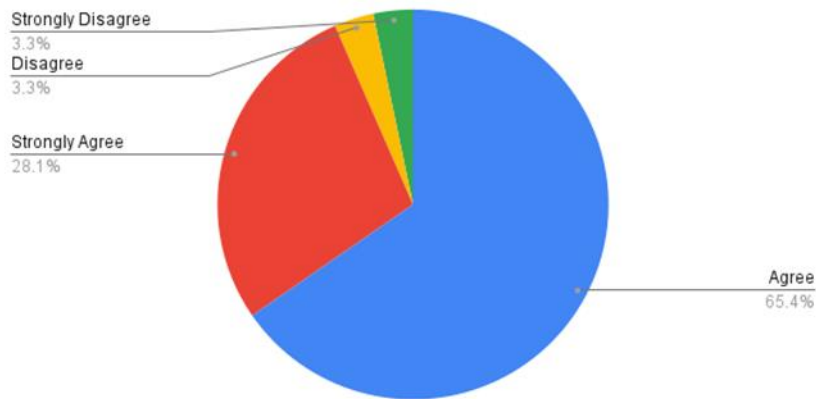


Figure 8. Group work encourages me to participate more in class.

According to Figure 9 below, a significant majority of students (94.1%) believe collaborative learning strengthens relationships with classmates. This finding aligns with research highlighting the need for improved peer relationship skills among children and young adults (Ghavifekr, 2020). Group projects foster teamwork and a sense of shared identity, which can contribute to the development of stronger bonds between classmates.

Count of 9. Working in groups improves my relationship with my classmates.

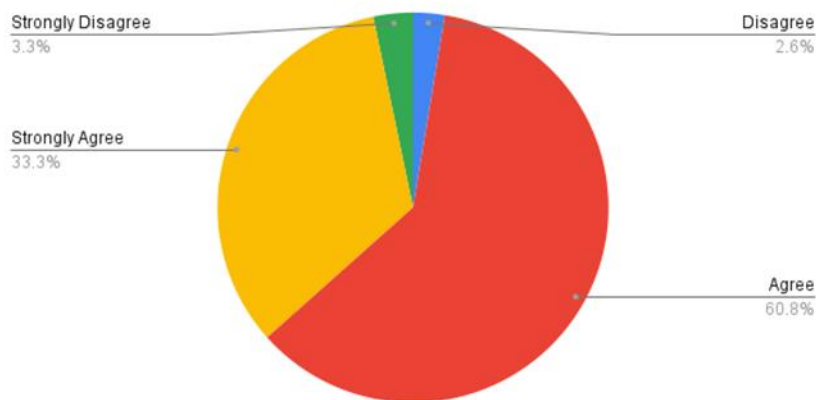


Figure 9. Working in groups improves my relationship with my classmates.

Figure 10 below, highlights a high level of commitment to group success (92.1%) among students when answering recount text questions. This commitment fosters effective communication, idea sharing, and active listening (Dooly, 2008). By clarifying doubts and deepening understanding of the text collaboratively, students are better equipped to answer questions. The interconnected nature of group work emphasizes the importance of individual contributions. Recognizing their role in the group's success can be a powerful motivator (Kohn, 1986).

Count of 10. All of the members of my group were committed to the success of the group in answering the question about

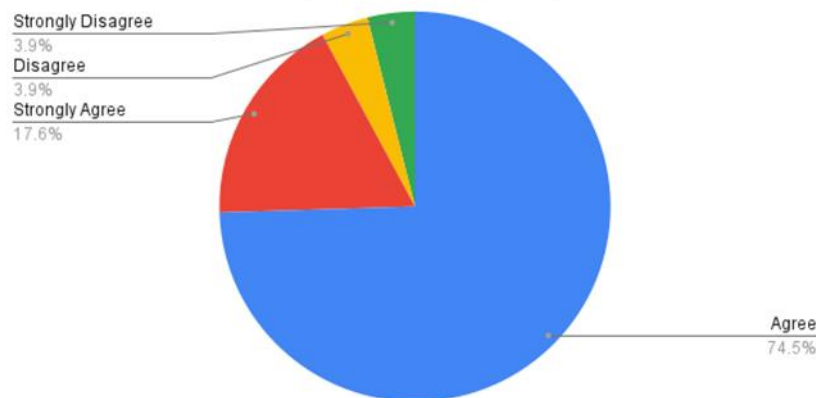


Figure 10. All of the members of my group were committed to the success of the group in answering the question about Recount text.

Over 90% of students (Figure 11) reported that their group members were dedicated to group success for biography text questions. This dedication fosters a shared understanding of the text, leading to more cohesive and well-supported answers (Suwantharathip, 2015). Collaborative learning also helps identify and address knowledge gaps within the group. When working towards a common goal, students view their activities as tasks requiring successful completion (Reid et al., 1989).

Count of 11. All of the members of my group were committed to the success of the group in answering the question about

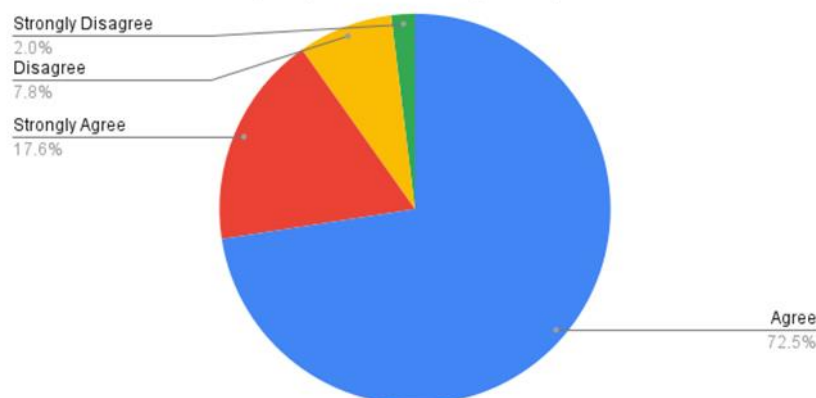


Figure 11. All of the members of my group were committed to the success of the group in answering the question about Biography text.

According to Figure 12 below, a high percentage of students (91.5%) agreed that their group members felt committed to one another. This sense of commitment fosters trust and cooperation within the group (Sulaiman & Shahrill, 2015). Effective communication, collaboration, and problem-solving naturally follow, ultimately leading to better answers. While implementing collaborative learning requires patience and commitment from both instructors and students, the benefits are well worth the investment. Just as with any teaching method, designing and guiding group work takes time and practice for optimal results. Students will develop the necessary group work skills with consistent practice

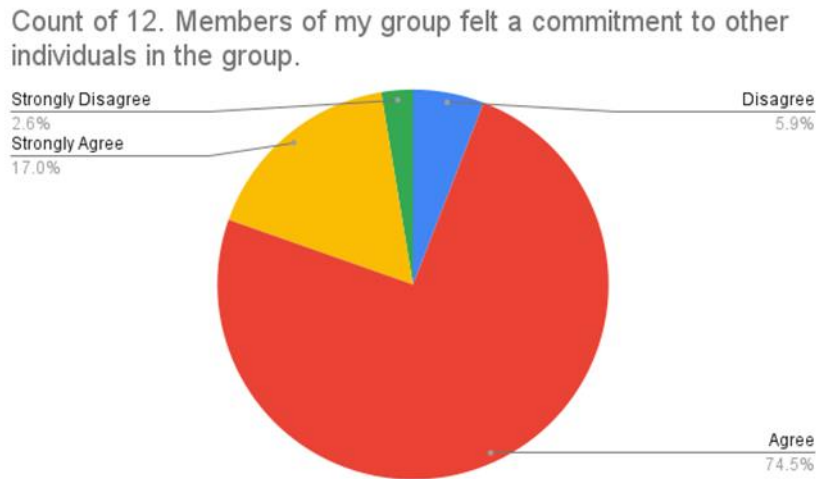


Figure 12. Members of my group felt a commitment to other individuals in the group.

Over 92% of students (Question 13) acknowledged the effectiveness of collaborative learning in understanding recount texts. This method fosters a shared understanding through discussion, helping to clarify doubts and leading to deeper comprehension (Lane, 2016; Leigh Smith, B, 2016). In collaborative learning environments, students share a common goal and work together to seek understanding, solve problems, and create products.

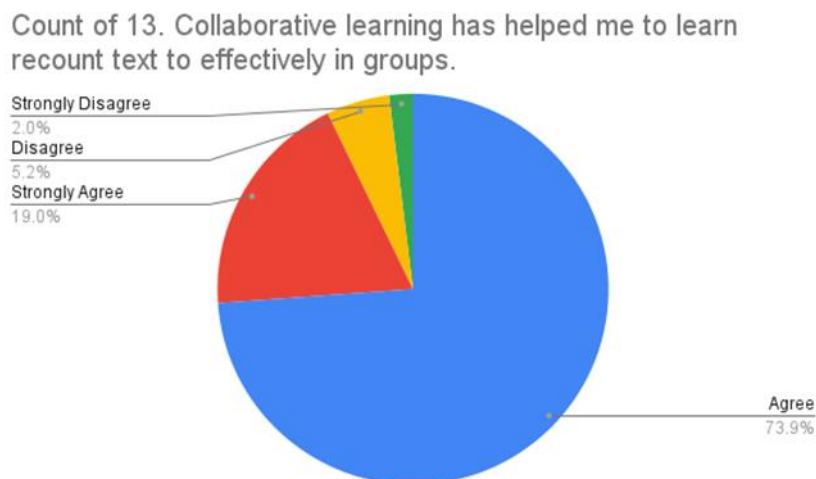


Figure 13. Collaborative learning has helped me to learn recount text to effectively in groups.

Nearly all students (95.4%, Figure 14) agreed that collaborative learning helps them learn biographical texts effectively. This approach likely benefits from increased student engagement. Working together can motivate students, leading to deeper and more meaningful knowledge compared to individual study (Handayani et al., 2019).

Count of 14. Collaborative learning has helped me to learn biography text to effectively in groups.

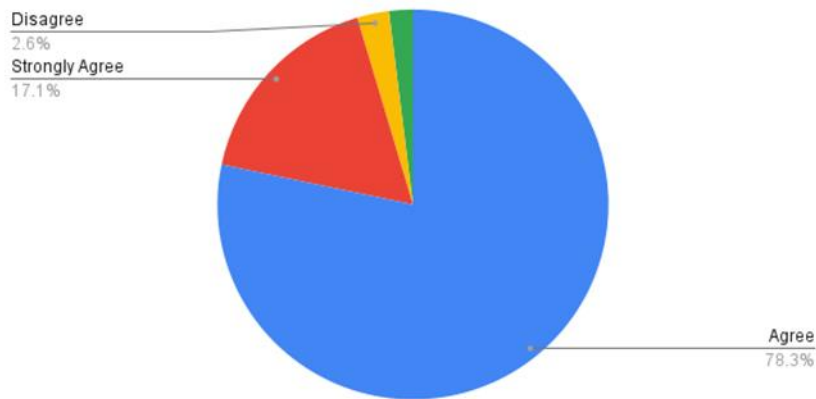


Figure 14. Collaborative learning has helped me to learn biography text to effectively in groups.

According to Question 15, nearly 80% of students (79.7%) agreed that collaborative learning increases their sense of responsibility for learning. This aligns with research highlighting the supportive nature of collaborative environments, where students motivate and assist each other, leading to improved learning outcomes (Laal et al., 2013).

Count of 15. The collaborative learning approach forced me to take on more responsibility for learning.

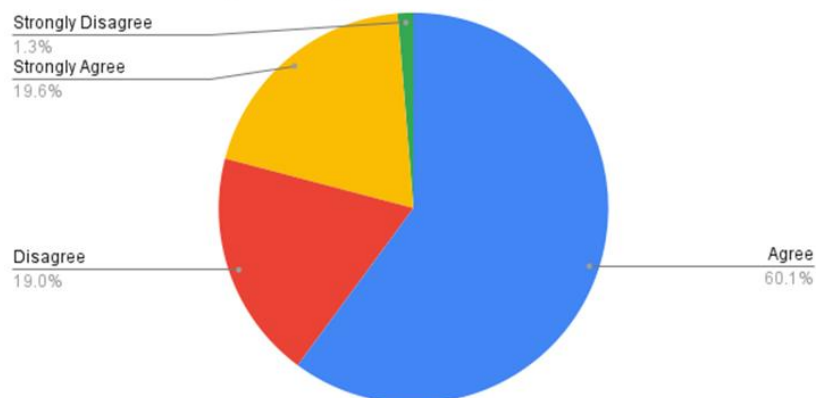


Figure 15. The collaborative learning approach forced me to take on more responsibility for learning.

Almost all students (94.7%, Question 16) reported that collaborative learning experiences enhance their sense of responsibility in the classroom. This method allows students to receive peer feedback, which can improve their understanding of the text and contribute to better learning outcomes (Lane, 2016).

Count of 16. The collaborative learning experiences in my class enhanced my Reading comprehends.

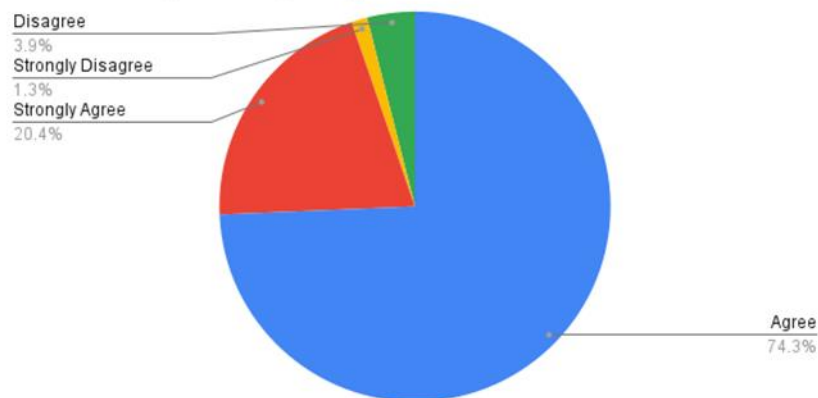


Figure 16. The collaborative learning approach forced me to take on more responsibility for learning.

The survey results (Questions 5, 7, 8, 9, 10, 11, 12, 13, 14, 15 & 16) overwhelmingly demonstrate the positive impact of collaborative learning on students. Students reported increased responsibility, participation, commitment, and productivity in class. More importantly, collaborative learning fosters essential skills for group work, such as communication, valuing group ideas, and working towards a shared goal.

Table 1. Frequency in percentage for items 17, 18, 19, 20, 21, and 22 in the questionnaire on collaborative learning

No.	Frequency in percentage for items in the questionnaire on collaborative learning	Opinion							
		SA		A		D		SD	
		F	P%	F	P%	F	P%	F	P%
17	I do my fair share of work during a group project in recounts text	32	21,1%	109	71,1%	6	3,9%	5	3,3%
18	I do my fair share of work during a group project in biography text	24	15,8%	113	74,3%	12	7,9%	3	2%
19	I do more work than some members of my group.	22	14,4%	70	45,8%	52	34%	9	5,9%
20	I learn more from direct teacher instruction for recount text	20	13,1%	116	75,8%	13	8,5%	4	2,6%
21	I learn more from direct teacher instruction for biography text.	18	11,8%	117	76,5%	12	7,8%	6	3,9%
22	When I work in small group, the group works toward agreement before an action is taken.	28	18,3%	113	73,9%	9	5,9%	3	2%

Nearly all students (92.2%, Figure 17) agreed on the importance of mutual agreement before finalizing group work. This ensures that each member understands their role and responsibilities, fostering teamwork, cooperation, and effective communication (Risma Rahajeng Lestari et al., 2021).

Count of 17. I do my fair share of work during a group project in recounts text.

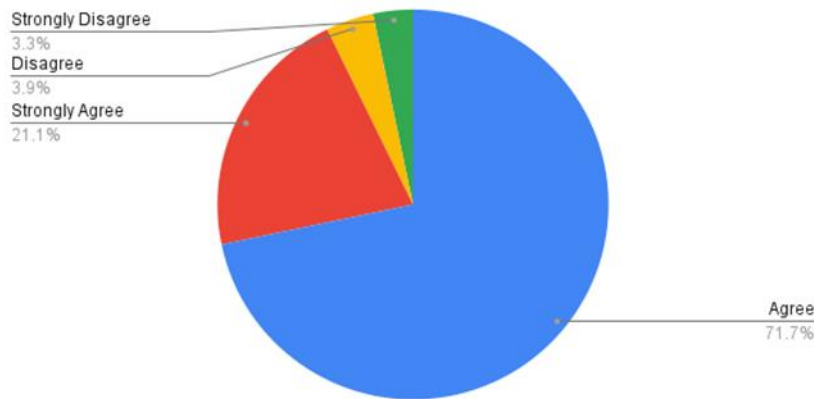


Figure 17. I do my fair share of work during a group project in recounts text.

Almost all students (90.1%, Question 18) reported feeling that they had contributed fairly to their group projects on biographical texts. This sense of fair contribution fosters a sense of ownership and responsibility for the project, leading to deeper understanding and engagement with the material (Gokhale, 1995, Wijirahayu & Sutiwan 2023). Additionally, participants indicated that shared responsibility reduced stress and humor helped to alleviate anxiety.

Count of 18. I do my fair share of work during a group project in biography text.

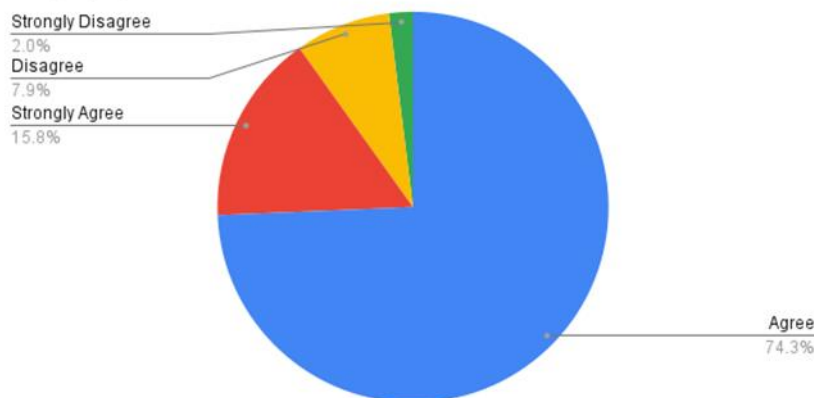


Figure 18. I do my fair share of work during a group project in biography text.

Over 60% of students (Question 19) reported feeling like they shouldered a greater workload than some group members. This perception of unequal contribution can lead to resentment within the group (Marjanovic, 1999). It's important to acknowledge that groups can have various dynamics. Some members might be naturally passive, while others might be more assertive. Shyness, task focus, or public speaking anxiety can also hinder participation. Additionally, language barriers can be a challenge for international students

Count of 19. I do more work than some members of my group.

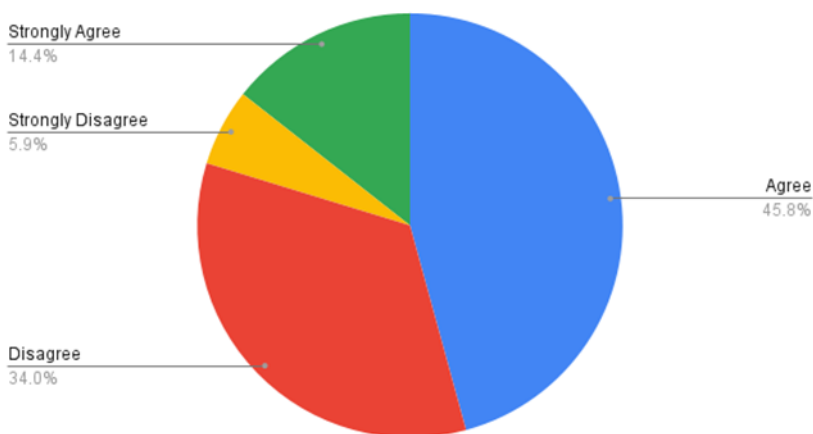


Figure 19. I do more work than some members of my group.

Question 20 showed that 88, 9% of Students agreed they learned more from the teacher's direct instruction in reciting the text. Students agree that they learn more through direct instruction from teachers to retell texts, which can improve their learning outcomes by providing precise and responsive personalization, increased engagement, comprehension, memory, self-confidence, critical thinking, communication, motivation and judgment. Students' creativity in learning English stems from the language learning strategies teachers implement in classroom practices (Wijirahayu et al., 2024, p. 225).

Count of 20. I learn more from direct teacher instruction for recount text.

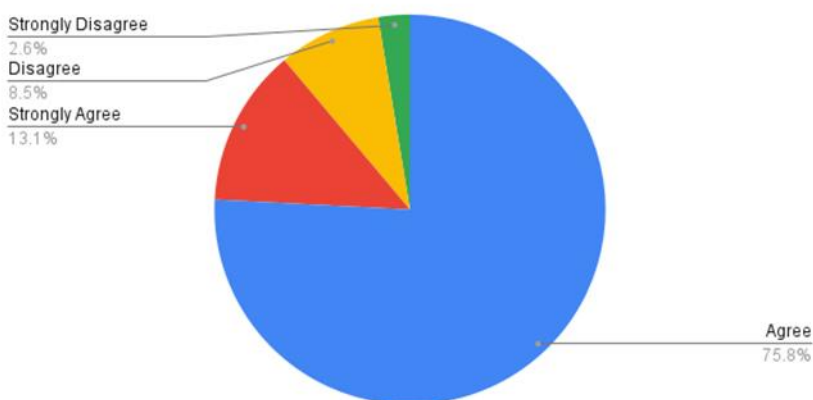


Figure 20. I learn more from direct teacher instruction for recount text.

According to Question 21, a high percentage of students (90.2%) believe direct teacher instruction provides clear guidance and direction, leading to a better understanding of the material and improved learning outcomes (Carnine et al., 2009).

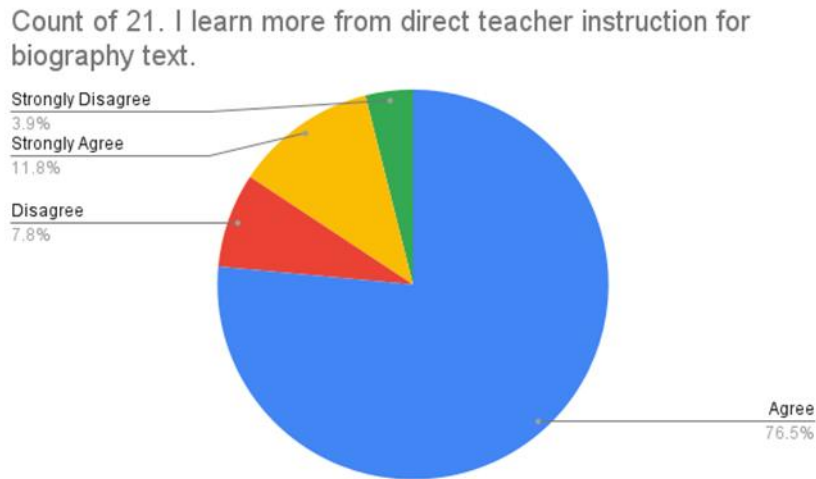


Figure 22. I learn more from direct teacher instruction for biography text.

Over 92% of students (Question 22) agreed that small groups prioritize reaching consensus before taking action. This collaborative learning approach encourages students to work together, identify shared benefits, learn from each other's expertise, and understand that individual contributions significantly impact the group's outcome (Ghavifekr, 2020).

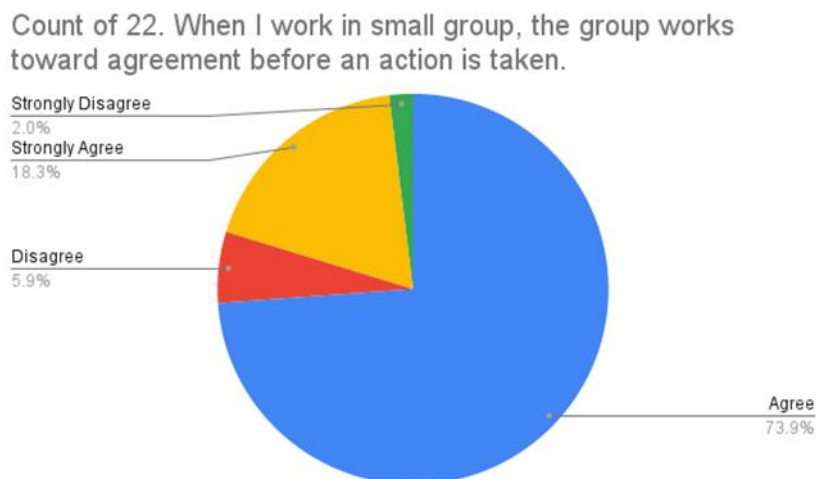


Fig.22. When I work in small group, the group works toward agreement before an action is taken.

Over 94% of students strongly agreed that collaborative learning stimulates critical thinking (similar results were found in Ghavifekr, 2020). This finding aligns with research highlighting the benefits of collaborative learning for developing critical thinking skills through teamwork and discussion (Mitchell & Savill-Smith, cited in Ghavifekr, 2020).

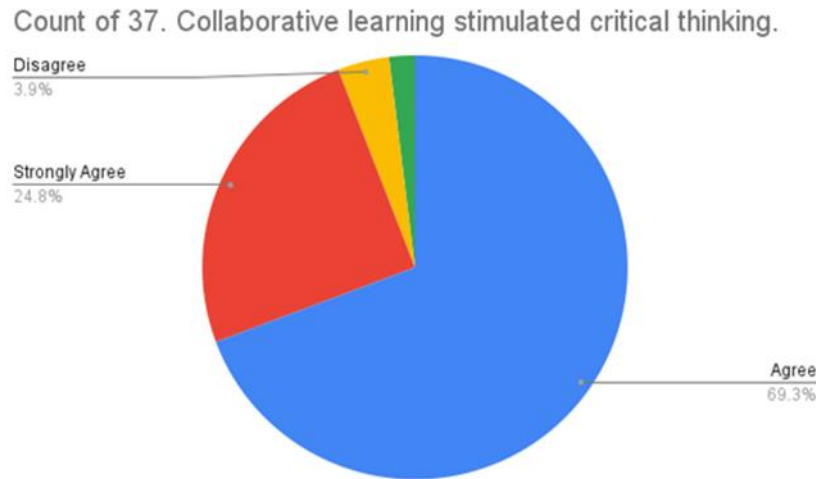


Fig.23. Collaborative learning stimulated critical thinking.

The survey results demonstrate that most students (92.8%) find collaborative learning to be an enjoyable learning method. This aligns with research suggesting that students view collaborative study favorably (Fransiska Avenha Destriana, 2018). Brown and Faith (cited in Destriana, 2018) attribute this enjoyment to the student-centered nature of collaboration. This approach can foster a relaxed learning environment, potentially reducing anxiety and promoting a sense of community in the classroom.



Fig.24. Collaborative learning was fun.

Discussion

This study's findings align with Ghavifekr's (2020) previous research, which highlighted the benefits of group learning. Bellack found that group learning promotes student engagement, communication, and problem-solving skills, ultimately improving academic performance. The results of our study further support this idea, showing students' agreement with the implementation of collaborative learning in their classroom. Notably, sharing with peers emerged as a prevalent aspect, indicating that students felt comfortable and supported in collaborating during challenging tasks.

Similarities with Previous Studies

Student Engagement and Participation. Like Ghavifekr (2020), our study found collaborative learning enhances student engagement. Students reported increased participation and enthusiasm in group activities, aligning with the positive outcomes of previous research.

Improvement in Communication Skills. Our study and previous studies, such as Bellack's, observed that collaborative learning significantly improves student communication skills. The frequent interaction and discussion fostered by group activities enhance students' ability to express and articulate their ideas.

We enhanced our Problem-Solving Skills. Consistent with Mutia's (2018) findings, our study demonstrated that collaborative learning strategies help prevent boredom during reading instruction by keeping students actively engaged in problem-solving tasks. This active engagement is critical in improving comprehension and retention.

Differences from Previous Studies

Sample Size and Generalizability. Many previous studies, such as those by Mutia (2018), have been limited by small sample sizes or specific populations, affecting the generalizability of their findings. In contrast, our study involved a more extensive and diverse sample of 153 participants, enhancing our results' robustness and applicability across different contexts. While previous research has often focused on general education settings, our study specifically targeted vocational high school students. This focus allows for insights tailored to vocational education's unique needs and dynamics, which previously needed to be explored.

Unlike some qualitative studies, our research utilized a quantitative descriptive method with Likert scale items, providing a more structured and objective analysis of student perceptions and the impact of collaborative learning. Using a more extensive and more diverse sample, our study addresses the limited generalizability found in earlier research. The findings from our study can be applied to a broader range of educational contexts and student demographics. Although our study was not longitudinal, the comprehensive data collected provides a strong foundation for future long-term studies to assess the sustained impact of collaborative learning over time.

This can help overcome the reliance on short-term studies that fail to capture long-term effects. Our study acknowledges the importance of individual differences in learning styles and preferences. Future research can build on this by tailoring collaborative strategies to accommodate diverse learners, addressing the often-overlooked individual differences in previous studies. The structured and standardized approach used in our study helps mitigate the variability in Implementation seen in earlier research. This consistency enhances the reliability and comparability of the results. Future studies can incorporate control groups to isolate the effects of collaborative learning more effectively. This approach can provide more precise insights into collaborative strategies' specific benefits and limitations.

Our reliance on survey data highlights the need for more objective assessment tools, such as standardized tests and observational data, in future research. This can help validate self-reported data and provide a more comprehensive understanding of learning outcomes—cultural and Contextual Factors. Recognizing the influence of cultural and contextual factors, our study paves the way for more culturally responsive research. Future studies can explore how these factors interact with collaborative learning strategies to design more effective interventions. Reading strategies can motivate and cultivate student interest and enthusiasm for learning English.

Advantages of Collaborative Learning

The research findings resonate with the broader understanding of collaborative learning's advantages. As highlighted by Handayani et al. (2019), collaborative learning fosters improved learning outcomes for individuals and groups, leading to enhanced reading skills and innovative problem-solving approaches. Furthermore, classrooms that embrace collaborative learning encourage students to cultivate curiosity, teamwork skills, and healthy competition.

4. Conclusion

Collaborative learning environments were found to promote improved individual and group learning outcomes, leading to enhance reading skills and the development of creative problem-solving approaches. Additionally, these environments encourage students to be curious, collaborate effectively, and engage in healthy competition. Future research could explore the long-term effects of collaborative learning strategies on reading comprehension and social interaction skills. Additionally, investigating the effectiveness of various collaborative learning techniques tailored to different text

types or student populations could provide valuable insights for educators seeking to optimize their reading instruction practices.

The study highlighted the variability in the implementation of collaborative learning strategies. Factors such as teacher role, group composition, and specific collaborative tasks can significantly influence outcomes, indicating a need for more standardized methodologies. The influence of cultural and contextual factors on the effectiveness of collaborative learning needs to be explored. Recognizing these factors can help design more culturally responsive and effective collaborative learning strategies.

Looking ahead, future research can investigate the effectiveness of different collaborative learning strategies for various learning objectives and student populations. Exploring teacher training and support for the successful implementation of collaborative learning activities is also crucial. Finally, examining the long-term impact of collaborative learning on student achievement and critical thinking skills can provide valuable insights for educators. By continuing to explore the potential of collaborative learning, educators can create even more engaging and effective learning experiences for their students.

5. References

- Almajed, A., Skinner, V., Peterson, R., & Winning, T. (2016). Collaborative learning: Students' perspectives on how learning happens. *Interdisciplinary Journal of Problem-Based Learning*, 10(2). <https://doi.org/10.7771/1541-5015.1601>
- Carnine, D. W., Silbert, J., Kame'enui, E. J., & Tarver, S. G. (2009). *Direct Instruction Reading (5th Edition)*. <https://www.amazon.com/Direct-Instruction-Reading-Douglas-Carnine/dp/0135020859>
- Creswell, J. W. (2012). *Planning, Conducting, and Evaluating Quantitative and Qualitative Research FIFTH EDITION* (P. Education (ed.); 5th ed.). Incorporated.
- Destriana, F. A. (2018). *Students' Perceptions Towards Collaborative Learning Strategy in Faculty of Language And Arts – UKSW*. UNIVERSITAS KRISTEN SATYA WACANA.
- Dooly, M. (2008). Constructing Knowledge Together. *Telecollaborative Language Learning: A Guidebook to Moderating Intercultural Collaboration Online*, 21–45.
- Farzaneh, N., & Nejadansari, D. (2014). *Students' Attitude towards Using Cooperative Learning for Teaching Reading Comprehension*. 4(2), 287–292.
- Ghavifekr, S. (2020). Collaborative Learning : a Key To Enhance Students ' Social Interaction. *Malaysian Online Journal of Educational Sciences*, 8(October), 9–21.
- Gokhale, A. A. (1995). Collaborative Learning Enhances Critical Thinking. *Journal of Technology Education*, 7(1), 22–30. <https://doi.org/10.21061/jte.v7i1.a.2>
- Handayani, N. D., Mantra, I. B. N., & Suwandi, I. N. (2019). Integrating collaborative learning in cyclic learning sessions to promote students' reading comprehension and critical thinking. *International Research Journal of Management, IT and Social Sciences*, 6(5), 303–308. <https://doi.org/10.21744/irjmis.v6n5.777>
- Harmer, J. (1998). *How To Teach English-Jeremy Harmer.Pdf*.
- Hulo, S. (2018). *Improving Students' Reading Comprehension on Recount Text Through Collaborative Learning*. 7. <https://doi.org/http://dx.doi.org/10.26418/jppk.v7i6.25989>
- Laal, M., Naseri, A. S., Laal, M., & Khattami-Kermanshahi, Z. (2013). What do we Achieve from Learning in Collaboration? *Procedia - Social and Behavioral Sciences*, 93(2012), 1427–1432. <https://doi.org/10.1016/j.sbspro.2013.10.057>
- Lane, S. (2016). Promoting Collaborative Learning among Students. *American Journal of Educational Research*, 4(8), 602–607. <https://doi.org/10.12691/education-4-8-4>
- Marjanovic, O. (1999). Learning and teaching in a synchronous collaborative environment. *Journal of Computer Assisted Learning*, 15(2), 129–138. <https://doi.org/10.1046/j.1365-2729.1999.152085.x>
- Mutia, I. (2018). *the Use of Collaborative Reading Strategy in Teaching Reading Comprehension At the Eleventh Grade Students of Smks Mutiara Ilmu Makassar*. 106.
- Nunan, D. (2003). The Impact of English as a Global Language on Educational Policies and Practices in the Asia-Pacific Region. *Language Policy(Netherlands)*, 37(4), 589–613. https://doi.org/10.1007/978-3-319-22464-0_8
- Risma Rahajeng Lestari, Sherly Citra Putri, & Zumrotul Ainayah. (2021). the Effect of Collaborative Strategy Toward the Reading Comprehension. *Jurnal Ilmu Pendidikan Muhammadiyah Kramat Jati*, 2(1), 25–31. <https://doi.org/10.55943/jipmukjt.v2i1.15>
- Saputri, A. (2024). *Improving Students' Reading Comprehension By Using Porpe (Predict, Organize, Rehearse, Practice, And Evaluate) Strategy At The Eighth Graders Of SMPN 5 Metro* (Issue 1917404096). IAIN Metro.
- Sulaiman, N. D., & Shahrill, M. (2015). Engaging collaborative learning to develop students' skills of the 21st century. *Mediterranean Journal of Social Sciences*, 6(4), 544–552. <https://doi.org/10.5901/mjss.2015.v6n4p544>
- Suwantharithip, O. (2015). Implementing Reading Strategies Based on Collaborative Learning Approach in an English

- Class. *Reading Matrix: An International Online Journal*, 15(1), 91–101.
- Vigara, F. (2022). The Effectiveness of Picture Media in Writing Biography Recount Text. In *Science* (Vol. 7, Issue 1). IAIN Ponorogo.
- WAEL, Ahmad et al. (2024) Collaboration Model of Parents, Teacher and University Students in Supporting Learning from Home. *Journal of English Teaching, Literature, and Applied Linguistics*, [S.l.], v. 8, n. 1, p. 83-91
- Wijirahayu, S., & Kamilah, S. (2021, July). Students' Writing Anxiety, Reading Motivation and Writing Achievement during Covid-19 Pandemic. In *Proceeding of International Conference in Education, Science and Technology* (pp. 76-84).
- Wijirahayu, S., & Sutiwan, A. S. (2023). A Habitual Action of Listening to Songs in a Writing Class. *JELITA: Journal of Education, Language Innovation, and Applied Linguistics*, 2(1), 12-21.
- Wijirahayu, S., Perdhana, D. L., & Syaepurohman, P. (2024). High School Students' Perception and Strategies in Corporations YouTube Video for Learning Vocabulary. *Atlantis Press, Icnssse 2023*. <https://doi.org/10.2991/978-2-38476-242-2>