SINGLE AND GROUP PRESENTATION TOWARDS STUDENTS’ INVOLVEMENT

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Abstract: This study is to find out the students’ involvement during the employment of single and group presentation in the content subject of teaching writing of English Department at University of Muhammadiyah Gresik. The class had already undergone a lesson study by focusing on the application of single and group presentation during four open classes. After collecting data through questionnaire and interview, it showed that the students’ involvements were growing to reinforce their feeling of learning in sharing ideas (collaborative), high responsibility to participate when to do so (participant), and high confidence to learning abilities (being more independent). This study, then, suggests that interaction stimulation through presentation from single to group works is paramount to practice in teaching the content subjects at English Education.

Keywords: Single and Group presentation, Students’ Involvement

1. INTRODUCTION

It is widely agreed by scholars that learning contains two main elements that complement each other, namely cognitive and affective. These two things should be major concerns by all learners and lecturers. Many studies have shown that affective factors are often important in learning because learners mostly have adequate affective abilities that may have possible impacts on improving cognitive abilities.

Learner affective competence can be nurtured in learning participation to determine better learning outcomes. High learning participation makes overall learning outcomes also improved. This was proven by research on the application of learning model that seeks to enable students to improve learning outcomes. Puspitasari's study (2009) showed that the activity of learning can improve learning outcomes. A research by Siskandar (2009) also proven to support the same results in which full involvement of students in group of learning with cooperative learning approach, can improve student learning outcomes.

Rogovin (2001) asserts that good class participations can develop class dynamics as well. In order to maximize the participation process, it needs four important efforts as follows: a) provide opportunities of small group discussions prior to the classical presentation, b) develop a model of small group discussions optimally, c) familiarize the learners to raise their hands when they interact and express opinions, d) appoint or call good learners who raise their hands or not during the learning process. Caicedo (2015) also confirmed that to increase participation and student involvement in learning, interesting activities are needed to empower students using presentations and discussions, to control discipline by making a list of presentations, and to conduct based process assessment.

Attention to the problem of affective factors in this learning, then, is a good entrance to improve the quality of learning. In many conditions, affective of learners will appear when the learning environment is designed to support an increase in the affective competencies, and are usually marked by the involvement of high learning by the learners themselves.

Good learning interaction can process the intellectual development of students in understanding and developing a cognitive ability of the pattern and its perspectives. Because the interaction itself certainly requires a process of learning and analysis of materials, linkage with previous knowledge to be able to resolve issues so as to maximize the learning content to improve the quality of learning (Abrami et al. 2011; Moore, 1989). learning interactions greatly affect the success of learning and achievement of
students because the better growth of interaction in learning content of the material being studied will provide more opportunities for students to master the materials more quickly and obtain better grades (Zimmerman 2012). Involvement of learners determines the success of the learning process that teachers do in the classroom. We can be sure that if the involvement of learners in the classroom is done optimally, then the output obtained by the learner are also certainly optimal, and thus the chances of improving the quality of teaching are also high. There are several characteristics of learner engagement that we can recognize primarily on the characteristics of low or high involvement (Bergquist & Phillips, 1975).

Among the characteristics of low learner involvement are as follows: 1). Avoidance, namely an attitude which is always to refuse new activities offered in the classroom. 2). Negative Competition, which interprets learning as an effort to find winners and losers only. 3). Dependence, the attitude of students who are less independent and far from being responsible for the activities in the classroom. While the characteristics of high learner involvement are as follows: 1). Collaborative, which is fully involved in every activity in the classroom either already planned or not planned. 2). Goog participants, which always felt excited and liked to all activities in the classroom, to exchange opinions with other groups, and to help others move forward together. 3). Independence, which has the character of a high independence when working on all the activities in the classroom.

Thus, very serious attention to the increasing involvement of high learner can help improve the attention quality to better learning, and it is necessary to increase better output of learning anyway. Especially for learning the course content that is subject which emphasizes the understanding of the content, the effectiveness of content delivery is often the most decisive thing on learning success. Effective delivery of content is to create learning opportunities in order to optimize its affective abilities so that his cognitive abilities can automatically be obtained in the learning. Thus the good interaction and engagement of learners in the classroom are crucial to the fullest opportunities for the acquisition of the ability of learners of both affective and cognitive, especially in the subject of content course.

For the main objective to master content, the learning requires a centralized model of learners. The model of Learning centered is required for adult learners which already have a good awareness in preparing, undertaking and evaluating themselves in all learning process. So that the activities maximally optimize their role in learning. The process of developing this awareness can be done by the strategy of discussion and presentation for individuals and groups. Discussions and presentations are a very common method practiced by the majority of teachers, because at the higher education level, this may exchange ideas that take place naturally, which in turn can raise awareness about the importance of following learning process for both individual and group. For adult learners, especially students in college, learning centered model that focuses on the discussion and presentation is important for several reasons as follows: 1), Adult Learners have adequate learning orientation, especially in terms of interest and the results that will be obtained during the learning which takes place. 2). They have a learning experience that is enough to determine the learning strategies so that optimal self awareness is needed to help this process. 3). They are learners who have a good abstract thinking ability which is necessary to support learning activities that can sharpen their thinking ability optimally. 4). They have previous experience in conquering learning difficulties, so that they can adapt the strategies of not being resistance with new difficulties. 5). They have a tendency to optimize the self-realization in the study.

The four characteristic of adult learners are usually owned by college students so that when they are at school, these characters have to be accommodated in learning strategies including the the use of discussion and presentation in the classroom either through individual or group.

Collins & O'Brien (2003) add that the learning model of student center learning is a learning approach where students become actors in determining the content, activities, materials, and steps in learning. So that teachers should always provide learning opportunities for students to be independent. Among the examples of learning activities are simulation, problem solving, role play, cooperative and collaborative activities, and so on. Furthermore, Vygotsky (1978) also adds that learning occurs through a process of continuous change in the individual's cognitive structure directly related to the socio-cultural
environment of society so that opportunities for more active and more explorative personally and maximally. A good learning experience can be formed by providing an opportunity for students to exchange ideas between groups of learners so as to produce meaningful learning experiences that can help link the learning of information as the prior knowledge and can facilitate problem solving (Anderson and Garrison, 1998; Mayer, 2002; Conole 2013).

Marinko (1988) also confirms that problem solving is the practice or attempt to solve problems through a process of correct investigations. This activity helps students to be able to sort out the problems and resolve them in accordance with the capacity of students themselves so they are accustomed to solving problems both in the classroom and outside the classroom. Fletcher (2003), mentions that a good student engagement is the process of involvement of students in any educational process that aims to strengthen their commitment to education. Meaningful involvement of course also requires knowledge, experience, and perspective to each adequate individual. The involvement of students contains some important things, namely: 1). To emphasize the leverage engagement. 2). To interrelate with the activities and strategy as planned. 3). To depend on ongoing support structure. 4). To require consistency of support and desire to integrate students with all aspects. 5). To embed students to always have a purpose in learning. 6). To capitalize students. 7). To create a learning program that leads to applied learning to optimize existing resources.

Oakley et al., (2004) believes that more students get involved in discussion, it will create a better quality of interaction. If this is true, it will strengthen cooperation to produce positive learning and develop a sense of self-confidence of students. If there is a strong interaction it will generate more confidence in learning. Thus generating a more open learning environment where each student can speak freely and without a load so that it increases the motivation to learn, especially internal motivation. These activities also generate cooperation among individuals so that interaction and effectiveness of learning increase (Johnson and Johnson, 1985).

As part of the learning process using learner center approach that emphasizes on problem solving, this study attempts to portray and investigate the use of single and group presentations as efforts to increase student involvement in learning the course content of teaching writing at English education Department of University of Muhammadiyah Gresik.

2. RESEARCH METHOD

This study is aimed to see and investigate the application of single and group discussion on the course content (i.e. the teaching of writing) being offered in fourth semester, majoring in English education at University of Muhammadiyah Gresik. Subjects of the teaching writing use lesson study involving four lecturers as a team teaching. The learning process is carried out in three main stages, namely Plan, Do, and See. At the Planning phase, it is to discuss the materials and methods used, the stage of Do is to implement the steps of learning in the classroom by appointing a model lecturer interchangeably, and stage of See is a reflection of learning in which the results of these implementations are discussed together to do corrections and improvements for the the next stage. After four meetings are completely done, the researchers distributed questionnaires to the 25 students who participated in the class as a whole, and also conducted interviews to students (4 students) to explore the data that had been obtained through the questionnaire. The next step is to draw the research conclusion from the two main data collections and analysis.

3. RESULTS

This section presents two major points that is the research results and analysis of the questionnaire and of interview. All pictures of research results can be explained in the next section sequentially.

3.1 Results of Questionnaire
The prepared questionnaire items use three categories of the main characteristics of learner engagement as it has been developed by Bergquist and Phillips (1975), who divide the involvement of learners in the classroom into three characteristics that is collaborative, participant, and independent. Each of these categories is clarified by developing statement into seven items. Each participant is asked to provide a response to each item of statements that have been developed from these three categories into five levels of scale that is the number 1 for strongly disagree, number 2 for disagree, number 3 for less agree, number 4 for agree, and number 5 for strongly agree. Explanation and category of the item in question and the results can be explained in Table 1 until 3 below.

Table 1. Results of Questionnaire about Students’ Collaborative Involvement

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Scale (n:25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Collaborative</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Able to share ideas during studying at classroom</td>
<td>19</td>
</tr>
<tr>
<td>2.</td>
<td>Able to develop ideas at classroom</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Able to work together with instructor/lecture</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Able to work together with friends</td>
<td>18</td>
</tr>
<tr>
<td>5.</td>
<td>View the classroom as the best interaction among others</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td>View the classroom as the best place to learn the essence of teaching materials</td>
<td>19</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>19</td>
</tr>
</tbody>
</table>

Table 1 is a summary of learners’ answers in the classroom engagement with the category of collaborative engagement. All 25 (twenty five) learners feel that they are able to develop the involvement of learning collaboratively during the learning process as indicated by 19 (nineteen) or 76% agree and 12 (twelve) or 48% stated strongly agree. In more detail, the ability to develop the collaboration is shown by some supporting items of statement including the ability to share ideas (19 people agree and 6 strongly agree), the ability to develop ideas (25 people strongly agree), the ability to work together with teachers (20 people agree and 5 strongly agree), the ability to work with friends (25 people strongly agree), able to optimize the role of the working group (18 people agree and 7 strongly agree), look at the class as the best place in the interaction (20 people agree and 5 people strongly agree), and look at the class as the best place to learn the content materials (19 people agree and strongly agree 6).

Table 2. Results of Questionnaire about Students’ Involvement as Participant

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Scale (n:25)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td></td>
<td><strong>Participant</strong></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td>Eager to understand the unknown concepts deeply and in details</td>
<td>19</td>
</tr>
<tr>
<td>2.</td>
<td>Like the classroom</td>
<td>20</td>
</tr>
<tr>
<td>3.</td>
<td>Want to be responsible in class</td>
<td>20</td>
</tr>
<tr>
<td>4.</td>
<td>Want to be responsible outside of class</td>
<td>20</td>
</tr>
<tr>
<td>5.</td>
<td>Always participate to finish works together</td>
<td>20</td>
</tr>
<tr>
<td>6.</td>
<td>Feel contribute maximally to finish all class works</td>
<td>20</td>
</tr>
<tr>
<td>7.</td>
<td>Always able to finish group works as planned</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>22</td>
</tr>
</tbody>
</table>
Table 2 above shows the involvement of the learner as participant during the process of learning in the classroom. Overall, the learners have put their role optimally as participant in the classroom as indicated by 22 people or 88% of them agree and 17 people or 68% strongly agree. The description of optimal role of the learner as a participant during the learning process is shown by the description of each item that is a strong desire to explore the unknown ideas (19 people agree and 6 strongly agree), like the class (20 people agree and 5 strongly agree), responsible during the learning process inside (25 people strongly agree), responsible for the process of learning outside the classroom (25 people strongly agree), participate actively of accomplishing tasks together (25 people strongly agree), contribute maximally to finish tasks (25 people agree), and complete the task in accordance with the planning of the lesson plan (25 people agree).

Table 3. Results of Questionnaire about Students’ Independence in Involvement

<table>
<thead>
<tr>
<th>No</th>
<th>Items</th>
<th>Scale (n:25)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>Always ready to accept works during studying at class.</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>Always able to finish tasks individually.</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>Able to optimize thinking ability in the discussion.</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>Able to optimize finishing group works properly</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>Able to accept other suggestions to finish group tasks</td>
<td>18 7</td>
</tr>
<tr>
<td>6</td>
<td>Consider the content materials highly important and advantageous.</td>
<td>19 6</td>
</tr>
<tr>
<td>7</td>
<td>Feel confidence to enhance learning competency</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>**21 (81%)   **</td>
</tr>
</tbody>
</table>

Table 3 above is a summary of the questionnaire related to the description of learning engagement in learning independence. The results show that 21 people or 81% agree and other 18, or 72% strongly agree. Detailed information about the independence of the involvement of this learning is shown that always ready with all the assigned tasks (25 people strongly agree), capable of completing tasks well (25 people strongly agree), optimize thinking during the learning process (25 people agree), optimize the thinking to the task group (25 people strongly agree), always work on individual tasks and still receive inputs from others (18 people agree and 7 strongly agree), consider content material as important and helpful (19 people agree and 6 strongly agree), and confident to improve learning ability (25 people strongly agree).

The three table above have shown that the three categories of engagement related to collaboration, participant, and independence have taken place during the learning process. Thus the presentation of individual and group have convincingly improved learner engagement during the learning process in the course of teaching writing as the course content.

3.2 Results of Interview

To strengthen the data collected through questionnaires, this study also presents data on the results of interviews with learners. The interview was conducted by using a snowbowling method where only a few students (four students) were selected and interviewed for analysis to obtain information that is consistent and has met the saturation level of the data obtained. Description of the results of interviews with each student can be seen in the following section.

The first point in the interview is about opportunities for collaboration between groups and individuals during learning process.
.... actually in the discussion ya... based on myself, I can get new knowledge from my class, I can know about somethings that are new of my fresh opinions, so ya .. I think can change and get new knowledge from the others....I can develop my opinions and easily work with my friends .... When I discuss with my friend in groups especially small group, I can optimize more opinions.

Student 2
..... Okay, when the process begins in the classroom, I can develop my sentences .... our thinking with my friends....and how we develop..... there is one step when I develop it..... the first is to share ideas each other and we try to have conclusion, and after that we try to ....e...eh... present the results. ....

Excerpts from student 1 and 2 above show their assertions about the opportunities for them to develop ideas individually or in groups. The development of this idea could happen when they work individually and in the context of group work. In general, the development of ideas and the sharing of ideas in the group becomes more meaningful to reinforce the idea that has been understood individually. Group presentations in the form of this discussion has prompted not only the ability to master the material but also their verbal skills.

Furthermore, the process mastery and its stage can be described in a quotes of students 3 and 4 below.

Student 3
.... it is easier for me to think about ideas, ... we have a lot of people in a group for their own opinions and ideas...... because of that, it is easier to get inspiration from them. But the downside of the the group experience is that sometimes only a few people who want to express the ideas. Well ..... some of them just to be silent and be quiet. .... I think the class is the place to interact ideas among friends so I have got the substance of the materials especially the ones who want to discuss in group with all friends. ..... 

Student 4
..... I think the collaboration I made in the class is very nice compare with ordinary situation..... but few problems happen when some of the participants do not pay attention to others. In general we already focus to ourselves I mean our ideas to present in the big group. ......usually we do it in a group..... but actually we have to do preparation individually before. We know that the process is divided into two stages, the first one is in small group and the second one is in the big group, so we have advantages to train ourselves to practice ideas twice at different level.

Two citations of students 3 and 4 above contain three important points: first, the developed ideas from the results of focus group discussions have inspired the ideas of group members individually. This is caused by the complementary interaction between the group itself and its members. The second point is, to follow the process of discussions and group presentations, initially and mostly students are less active participation, but in the end, most of them are good finally to be able to participate in the learning process. Third, the process of discussions and presentations provide two advantages that is advantages to improve training and practice in the delivery of ideas, and the second is an increase on content materials.

The second point in the interview is regard to the participation of the members as mature participant in the learning process. Interview data about participants' involvement is described in the following sections:

Student 1
I addition, I can study personally from my friends, therefore I like the discussions in the class. .... and I feel and I think I can be more responsible inside and outside of the class. .....from discussion I learn about how to .....to respect other opinions. So far, I can do ... maximally the activities .... in the groups. ....of course I have to prepare before coming to the class. When .... if I prepare the materials before....and then I go the class, and learn the materials before, perhaps .... if I prepare the materials before the class, I can be more confidence. During the discussion, I always compare the opinions, and then I .... I get results of better opinions from others to have better conclusion. ......Based on the topics to discuss, usually we have
different opinions and knowledge, so I think every student has different opinions to suggest, even if I get suggestions from others I always accept that.

The quote of student 1 above indicates the level of his involvement as a participant in the classroom. This is evidenced by his statement of affection following the lecture with a model or strategy of discussions and presentations. The increased sense of responsibility is at the time before the lectures, during the lectures, and after the lecture. All the process have been undertaken so that at the end of the class he was able to convey ideas and suggestions as well which indicated his mastery of the material.

The involvement of learners as well as the participants can also be seen in the interview excerpts of students 2, 3, and 4 below:

Student 2
I like the class.... because the activities in the classroom are very fine and then the students can interact each other so that everyone including me can be responsible to handle and finish all tasks.

Some of the time I cannot finish the activities at the beginning because I feel not confident ...... but at the end of my class I feel more confident finally. This is because I have more opportunities to discuss and share ideas with friends based on a lot of sources.

Student 3
Yes it is actually quiet fun when all participants want to ...... participate, ..... well... from my last experience I became the head or the speaker of group to finish the work. ......... For example each group has a particular topic and members of the group have to discuss as their responsibility because there are various works to cover.

Student 4
.... Actually before coming to the class, I have prepared the materials, but then I know I have still few problems on vocabulary difficulties because the journals I read are complicated usually. After doing the activities in group I got better understanding of the materials.

The three quotes above have strengthened the statement of the quotation in the student 1 before, of their degree of involvement in the lectures mainly on preferences in university classes, a growing sense of responsibility, and also increasing mastery of the material. The additional and important quote above is the optimization of the role of the individual as a participant due to fewer opportunities to practice discussions and presentations, and also the diversity of the many learning resources for the group to hold discussions.

The third point in this interview is regarding the attitude of the independence of participants during the learning in class. The results of the interview can be explained in the following sections.

Student 1
So finally I feel more confidence during and after the discussion. The materials to be discussed are also important and had made advantages for me, especially this is a learning situation to practice as in public because we have to deliver ideas in front of friends, so that makes me more confidence. Even..... the materials of the teaching writing are important for me as in teaching speaking materials.

Student 2
Finally not only the process is interesting but also the materials themselves that make us some advantages of understanding all materials. ...... because there are a lot of time to discuss.

Excerpts of students 1 and 2 above illustrate the delivery of training opportunities in the repeated opinion in discussion groups have given good impacts to their confidence when delivering ideas. Their increasing confidence also have a positive impact on the ease of understanding the materials themselves.

Furthermore, the two above statements have also been supported by other two students 3 and 4 below:

Student 3
So, the group should make simple materials from the task varieties. ...... The materials have beneficials especially of the teaching writing approaches. At the end of the class I could be more independent than before because I learn a lot from the hardship to finish the works.
Student 4

Because I experienced discussions many times in group finally I got more confident to finish all works especially on my personal attitudes to present in front of friends.

Two of these statements clearly describe the increase of confidence which is rising because of more frequency to convey the materials, especially on the completion of diverse tasks well done individually or in groups. The ability to complete tasks frequently has an impact on the increase of their confidence.

The results of this interview as a whole has shown an increase of student involvement in learning to follow the strategy of discussion and presentation mainly on three crucial points that is collaborations among fellow participants, the role as a participant optimally, and the increasing of learners’ independence.

4. DISCUSSION

This research results the finding that the application of single and group discussion has provided opportunities for increased involvement of students that is very well demonstrated by the high percentage of responses to questionnaires (over 80%) agreed and strongly agreed with the statement concerning their involvement in three things, namely maximum collaboration, be a good participant, and become more Independent in doing any activities in the classroom. Data of questionnaires have also been strengthened by the positive responses from the interviews of four students who consistently find that the learning activities through single and group discussions can increase better involvement of learning.

This study provides an opportunity to see the role of university that it had a paradigm change of instructor role from transferring knowledge to students into the learning paradigm in which it produces learning through discovery to generate knowledge (Barr and Tagg, 1995). In general the perception of learning is a social process, which is collaborative, with each learner to communicate with others to develop knowledge. Generally, discussion and sharing opinions can improve motivation and produce better learning achievement and direct them to be active learners (Beaudoin 2002; Swan 2002). Tyler (1975) also finds that when students engage optimally in learning it will bring a sense of fun and enjoy in learning so that there is no boredom.

This study is also consistent with the opinion of Billet (2002) who argues that learning is the result of participation in social interaction, thus allowing subjects to adopt a broader view. That means the need for expansion of the understanding of learning is a process of inter-psychological (ie between individual and social sources of knowledge). Learning is the involvement of social world, not just closed personal interactions. The learning model has to be developed to encourage activity and student involvement in learning (Harmer, 2007a, 2007b; Hinkel, 2006; Richards, 2006).

Student involvement is always related to efforts in which participants interact with course materials and learning activities to obtain optimal learning results. The term is often associated with the involvement of students in their own learning process, including the time and effort that is fully optimized for learning (Axelson and Flick 2010; Kuh, 2009). Riddell (2003) explains that learning activities should be adapted to character and purpose of learning especially conformity with class, age, time available and the characteristics of the class itself. It is important to bridge the relevance of what to target of student learning.

Grigoriadou and Glezou (2010) state that student engagement can be grown by optimizing the role of information technology in the classroom, especially the use of multimedia.

Learner involvement has five main characteristics (Astin, 1999), namely: 1). The physical and psychological involvement of the various activities. 2). Involvement occurs as a continuum where
different students demonstrate different levels of involvement on the type of activity. Whereas, the same student gave the different degrees of involvement at different times. 3). The level of student involvement can be both qualitatively and quantitatively. 4). The number of students involved in the learning associated with the development of the individual are in accordance proportionately to the number of students involved in the program. 5). The effectiveness of educational policies are good exercises to improve student engagement.

The results of this study also provide confirmation of the importance of assessment that promote learning as a process as Huba and Freed (2000) has mentioned that assessment in the learning process of learner center approach emphasizes the transition of focus from teaching to learning.

Of explanations and the above discussions, it can take the conclusion that the single and group presentation is part of the learning process that provides an opportunity to increase the participation of students, so that engagement in learning is also increasing. Increased participation and involvement can be optimized by taking into account the optimization of the students in collaboration, active partisipant and independent learning.

5. CONCLUSION
This study comes to a conclusion that the single and group discussion have increased student involvement in learning on course content of teaching writing in English Education at University of Muhammadiyah Gresik. The increased student involvement is evidenced by; First, the increased level of collaboration among students during the learning process, especially on the seriousness of delivering ideas and also actively exchanging ideas and learning materials optimally so that the contents can be achieved well. Second, each student has actively participated in learning, especially in the individual's participation of expressing ideas, help other group members in completing common tasks, and like all the assigned tasks. Third, each student is also independently able to complete each task and in the end they are able to improve their understanding of the learning material better.

The next important point is that independent learning can be triggered by the dynamic attitudes to collaborate, be good participant, and be independence in the study.

6. REFERENCES


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