

THREE STAGES OF COLLABORATING AND QUESTIONING LEARNING STRATEGY THROUGH YOUTUBE CONTENT

A. Background of Developing The Product

According to Azmi Bingol, Celik, Yidliz, and Tugrul Mart (in the article of Gilakjani and Sabouri 2016) there are several problems that students face in the process of understanding such as the quality of recording material, cultural differences, accents, foreign vocabulary, length and speed of recording. These problems are also exacerbated by the existence of an environment that is less supportive and this greatly affects the ability of students to understand. Moreover, pandemic of COVID-19 ruins the strategy of learning activity and makes teacher and lecturer give more attention to their students during learning activity.

The creator finds the ways to overcome the learning problem above. Collaboration and Questioning (COQ) is a method that can be used by anyone to help students understand listening. The collaboration itself will help students to overcome environmental problems that are less supportive. Rosario Hernandez (2016) said that collaborative learning includes a wide range of approaches that differ with regard to the amount of in-class and out-of-class time devoted to group work. The activities can involve face-to-face conversations, and/or the use of computers to conduct discussions in online forums, social media networks, etc. The Questioning technique will make the student become active in the class. Jacobsen (in the journal of Debora Tri Ragawanti 2009) believes that a major goal for developing effective questioning techniques is to increase the amount of student participation. Moreover the questioning technique will help students understand each other in dealing with cultural differences, accents, foreign vocabulary and the length and speed of the Listening material itself. The lack of quality of the recording material will be a feedback for the presenters themselves. Creator will use YouTube content by taking movie clips or small interview on podcast as the media and learning source.

B. The Purpose of Development

Regarding to the background of developing the product explained formerly, this study intentionally aims to increase the student activeness during listening learning activity.

C. Scope and Limitation of The Product

The creator scopes the strategy implementation in English student and limits the use of this strategy only in Listening to Dialogue and Minitalk class

D. Subject of the Product

The subject of this product are the forth students of Listening to Dialogue and Minitalk at the third semester, 2020.

E. Strategy Indicators

When the creator was applying the strategy, there was some aspects was happened such as students:

1. Students became more interactive
2. Students appreciated another student's ideas
3. Students asked and answered each other
4. Students were more coordinative and cooperative during the learning process.

F. Result

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THE STRATEGY EXPLANATION

Pre-Activity: Introduction

In this learning strategy, the lecturer acts as a class mediator, manager and supervisor where the teacher will introduce the material and its subject. The lecturer will ask students what they know about the material. Students will get vision related to the material. The students will understand the material to be studied. The students will start mentioning things related to the material from words to words. After the introduction session is complete, the lecturer will show a broadcast of material from YouTube. Now the students will ask each other questions about the material. An interactive session is began to build in this session where the students who asked some questions would be communicate each other. Things that have been experienced and learned by students will be combined with this learning. At this stage, solidarity is also built and will liven up the classroom atmosphere to be more active and increase students' enthusiasm for learning.

Main Activity

In the early stages the students had interacted extensively. Students will collaborate with their friends in groups so students have study groups that it is easier for them to learn the material. Now lecturer will return to display the material with a different composition where students in groups will recognize new vocabulary about the material, such as phrases, language style and others so the students will try to understand the new vocabularies and try to use it. They will exchange words and make sentences based on their findings. From this search, students will learn about togetherness and they collaborate with their friends in finding new words and things and analyzing all of them and applying them with sentences and words.

In this core activity students will also collaborate totally and carry out reviews by giving questions and answers to their friends. Each student will make a study group consisting of 3 students and are given a task in 3 stages. The first

stage, each student in the group will make listening text in the form of audio. After completion, each student in the group will ask questions about information from the material made by their friends. Keep in mind that every student is not allowed to make questions from their own material. After that each child in the group will answer questions from the material that the question was made by his friend

Learning scheme:

- The first student makes a listening text in audio form. Then the first student gives the material to the second student so she/he can make the questions. The last is the second student gives the material and the questions to the third student so he/she can answer the questions
- The second student makes a listening text in audio form. Then the second student gives the material to the third student so she/he can make the questions. The last is the third student gives the material and the questions to the first student so he/she can answer the questions
- The third student makes a listening text in audio form. Then the third student gives the material to the first student so she/he can make the questions. The last is the first student gives the material and the questions to the second student so he/she can answer the questions

Final Activity

The lecturer will return to show the material again with a different composition. Students will answer direct questions given by the lecturer. Here students are required to learn independently. By studying independently, students are expected to be more confident. The lecturer will provide questions based on the video material and students will work on them individually. From here students will learn several things about themselves. From this individual aspect the students will understand the extent of their abilities. This is also where the attitude of student responsibility is built.

After conducting the final evaluation, students will reflect on everything they have learned. Students will also reflect on aspects outside of learning. With this, it is hoped that students can enjoy and be more active when learning English, especially listening, which is known as passive when learning takes place.

G. Conclusion

Collaborating and Questioning learning strategy is suit to teach listening class in order to make an active learning activity.

H. References

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