

**THE USE OF COOPERATIVE LEARNING STRATEGY
TO TEACH ENGLISH LANGUAGE IN SENIOR HIGH SCHOOL**

A Thesis

**Presented to the Department of English Language Education as Partial Fulfilment of the
Requirements to Obtain the *Sarjana Pendidikan***

Degree in English Language Education



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2024

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**THE USE OF COOPERATIVE LEARNING STRATEGY
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RATIFICATION SHEET

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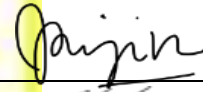
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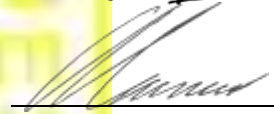
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STATEMENT OF WORK'S ORIGINALITY

This best practice I have written does not contain the work or parts of other people's work, except those cited in the questions and references, as a scientific paper should.

Yogyakarta, 8th January 2024

A handwritten signature in black ink, appearing to read 'Lia Widiyanti', written in a cursive style.

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MOTTO

It is obligatory for you to fight, even though it is not pleasant for you. But it may be that you hate something it is good for you and may be that you love something is not good for you. Allah knows, while you do not know.

(QS. Al-Baqarah: 216)

DEDICATION

Thanks to Allah SWT, I dedicated this thesis to my beloved husband, Tholib Al Humam., and my beloved parents, Mr. Edi Asmara and Mrs. Hadimah Yuningsih. Hopefully, my hard work to complete this thesis can bring a sense of pride and happiness. I always pray and try my best to make you all happy to the best of my ability. Thank you for all the support, Abang, Mom, and Dad.

ACKNOWLEDGEMENT

Bismillahirrahmanirrahiim. In the name of Allah, Alhamdulillah, all praise be to Allah, the Almighty and the Most Merciful. With His blessings, I can finally complete my thesis to obtain my Bachelor in Education degree in English Education.

I want to express my gratitude and highest appreciation to my wonderful supervisor, Mrs. Puji Rahayu S.Pd., M.L.S.T., Ph.D., who has been very helpful, kind, and patient in providing suggestions, ideas, guidance, help, and her precious time during the process of writing this thesis. Also, I want to express my deepest gratitude to my academic supervisor, Mrs Banatul Murtafiah S.Pd., M.Pd., for her support and advice.

I sincerely thank my beloved parents (Mr. Edi Asmara and Mrs. Hadimah Yuningsih) and my beloved brother (M. Ferdiansyah) for their loving support and encouragement during the thesis writing.

Special thanks to my wonderful husband and loved one, Abang Tholib Al Humam, for his motivation, support, understanding, and love. I never gave up on completing this thesis.

Finally, I realize that this thesis is far from perfect. Therefore, suggestions and recommendations are highly expected for further improvement.

Yogyakarta, 15th December 2023



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ABSTRACT

This research was conducted in one of the high schools near Mount Puntang Bandung. Several essential problems existed in the teaching and learning process at this school, including the lack of communication between students and teachers, the lack of interaction between students and teachers, and the lack of self-confidence of students therefore, students tended to feel afraid if doing assignments alone and afraid to ask the teacher. To overcome some of these problems, the researcher used a cooperative learning approach during the teaching practice. By applying the five critical elements in cooperative learning (positive interdependence, face-to-face promotive interaction, individual accountability/responsibility, social small group skills, and group processing), the teaching and learning process effectively overcame the problems in this school.

Keywords: Cooperative learning

CHAPTER I

INTRODUCTION

1.1 Teaching Context

During the COVID-19 pandemic, every private and public school in Indonesia had different policies for in-school learning. Some schools used fully online learning, while others adopted a hybrid teaching approach. The school where I conducted my teaching practice was one of those that implemented hybrid learning. Located in a remote village near Mount Puntang Bandung, the school used a hybrid learning system, dividing students into weekly groups for limited face-to-face learning at school. Some students learned online, and others learned face-to-face at school. This was done alternately, and face-to-face learning was only conducted twice weekly. However, teachers in this school rarely provided learning materials to students when students were doing face-to-face learning at school, so students mostly slept and played in the classroom due to the absence of learning. For English subjects, teachers usually only give writing assignments to students. As a result, students tended to be idle and needed more motivation to learn in class. Additionally, this school did not have textbooks for students to study at school, so if students did not take notes on the material the teacher explained in class, then they could not repeat the lessons they had learned at school when they were at home.

Based on my observations, students in this school had a relatively low learning motivation. This could be seen from the first time I tried to teach as a substitute teacher in several classes; the students seemed passive and afraid to participate in the classroom actively, lacked self-confidence, were busy with their respective gadgets, and assumed that if they continued their education to college, they would have difficulty understanding the lessons. Especially since they came from an economically disadvantaged family background, they assumed that their parents would not be able to pay for college fees, so they considered that getting a job was more important than higher education. The students had no interest in pursuing higher education and preferred working as it offered them more money than going to school. They said that if they worked, they would not bother thinking about their lessons because they felt that even now, they were having difficulty

understanding the studies, especially if they were in classes. They could not imagine how difficult the lessons in classes would be. In this area, village culture was still firmly embedded. If a child graduated from high school, they were required to work and earn their own money, or girls usually got married straight away, and if they were over 20 years old and unmarried, they were already considered spinsters. Their parents thought, "What is the point of girls attending high school? They end up in the kitchen too."

In terms of the English language proficiency of the local students, the level of proficiency of Grade 11 students was relatively low due to a lack of vocabulary, low comprehension, and motivation to learn. The 11th graders were still studying material about introductions and needed to know how to pronounce them correctly. As a result, the educational process relied more on Indonesian than English.

Additionally, the school did not have adequate technological facilities such as computer labs and other such facilities. Thus, for offline learning, the learning process does not use facilities such as computers or in focus. Moreover, due to the lack of technological knowledge, students and teachers did not know how to use Zoom Meet, Google Meet, etc. Hence, students and teachers rely only on WhatsApp to teach and share learning materials for online learning. Besides, most students come home from school to help their parents, leaving them with little time to acquire technical skills. Additionally, many teachers only assigned tasks without providing materials. This practice complicated my effort to customize learning and make it easy for the learners to understand.

1.2 Consideration for using a cooperative learning strategy

After considering some of the factors mentioned, I identified three critical problems in the school teaching and learning process. The first problem related to the lack of communication between teachers and students during online learning, where teachers gave assignments to students without giving a detailed explanation of the material and how to do the assignment. Therefore, students needed help understanding the lessons and materials, resulting in cheating in doing the assignments, as fellow students cheated on each other to complete the assigned tasks. The second problem was the lack of interaction between teachers and students during the teaching and learning process in the classroom, where teachers usually explained the material and students actively participated in the learning process. Instead, students passively listened without actively participating in the learning process. As a result, the learning process became monotonous, decreasing students' motivation to learn. The third problem was students' lack of self-confidence,

so students felt insecure when doing assignments alone in class and tended to be afraid of making mistakes when doing the assigned tasks. Based on the results of my analysis of the problems I mentioned, the cooperative learning method was a suitable method to overcome the three problems because by applying the five critical elements contained in cooperative learning (positive interdependence, face-to-face promotive interaction, individual responsibility/accountability, social small group skills, and group processing), all students would be actively involved in communication, interaction with fellow group mates and teachers, and students would no longer feel afraid to work on assignments alone because with the cooperative learning method, students worked on assignments together with their group mates without feeling insecure.

CHAPTER II

CONSTRUCTS OF THE TEACHING PRACTICE

2.1 The Definition of Cooperative Learning

According to Johnson, Johnson, and Smith (2013), cooperative learning is learning in small groups where students work together to optimize their knowledge and that of others. Cooperative learning situations are characterized by an understanding that an individual's learning objectives can only be attained through the collective achievements of all learning group members. Students engage in group discussions to explore the material, facilitate comprehension, and motivate each other to work diligently (Johnson & Johnson, 1989).

Cooperative learning can be distinguished from competitive and individualistic education. In a competitive classroom, students compete against each other to achieve a target that only a few students or a single student can reach. Peer assessment is undertaken according to a curving scale, meaning that students need to work more quickly and with greater precision than their classmates. As a result, students focus on meeting their objectives, which may be counterproductive to the rest of the students in the class. In the individualistic classroom, students work alone to achieve learning objectives independent of their peers. Personal goals are given, and students' progress is assessed against predetermined standards, leading to individual rewards. As such, students actively pursue outcomes that are advantageous to them without considering the goal attainment of their peers (Johnson & Johnson, 1989).

Not all group efforts are cooperative, and some may fail to achieve their objectives. Collaborative work only happens by assigning students to groups and telling them to work together. Seating students together can lead to competition (pseudo-groups) or individualistic efforts with students talking (traditional learning groups). The intricacy of cooperative learning may partially explain why it tends to be used less often than competitive and individualistic learning in college classes despite being the most effective approach. Cooperative learning is also underutilized, as many students are not proficient in collaborative work. Our society's prevailing culture and reward systems favor competitive and individualistic positions. The schools that students attended strongly emphasized class rank and required teachers to evaluate students based on norm-referenced standards (Johnson et al., 1998).

Cooperation does not involve students sitting at a table and talking to each other as they do their work; students do a task individually with instructions that the first to finish should help the slower students. In this group report, one student does all the work, and the others put their name on it. Co-operation is more than physical proximity, discussion, help, or sharing with other students, although each is important in cooperative learning (Johnson & Johnson, 1984). Also, according to Johnson & Johnson (1994), there is a difference between having students work in a group and setting up groups of students to work cooperatively. A group of students sitting around a table, working on their tasks, and talking to each other differs from a cooperative group because there is no positive interdependence. This might be called individualistic with some interaction. A common goal must be established to create a cooperative learning environment. The group can be praised for their collective efforts. It is not a cooperative group if a group of students has been asked to write a report, but only one student does all the work, and the others follow along. A successful cooperative group requires each student to have a sense of individual responsibility, where all members must understand the material or articulate their thoughts well enough to ensure the team's success. The grouping of students into groups is not necessarily a cooperative relationship; it must be structured and managed by the teacher or professor.

Cooperative learning aims to place the students, rather than the teacher, at the center of the learning process. Interdependence is one of the principles of cooperative learning, as each group member must take responsibility for their education and the teaching of the other group members. Furthermore, it is essential for the success of cooperative learning that students have a goal-oriented approach and work together toward achieving a specific task. Providing equal opportunities for students to participate is essential to the cooperative learning process (Yassin et al., 2018).

2.2 Key Elements of Cooperative Learning

According to Johnson & Johnson (1994), these five elements make cooperative learning and any group work successful. These elements must be included to be considered cooperative learning. These elements aim to simultaneously enhance the success of the group and the individual. Cooperative efforts are likely more productive than competitive or individualistic efforts under specific circumstances. These include:

1. Clear perception of *positive interdependence*

The initial prerequisite for a well-arranged cooperative lesson is that students believe that they 'sink or swim' together. Within cooperative learning situations, students have two responsibilities: firstly, to learn the assigned material, and secondly, to ensure that all members of the group understand the posted material. The technical term for this double responsibility is 'positive interdependence.' Positive interdependence occurs when learners feel connected to their group mates in such a way that they cannot succeed without the success of their peers (and vice versa) or when they need to work together to complete a task. Positive interdependence fosters a situation in which all learners can benefit from each other's efforts: 1) it is essential that individuals recognize the mutual benefits of their contributions to the group and the contributions of their group mates, and 2) working together in small groups is crucial for optimizing learning outcomes, achieved through sharing resources, providing mutual support and encouragement, and celebrating joint successes.

When positive interdependence is fully understood, it determines that:

- a) Every group member's efforts are necessary for group success (i.e., there can be no "free-riders").
- b) Every group member has a unique contribution to make to the joint effort because of their resources role and task responsibilities.

According to Johnson & Johnson (1994), there are various ways to establish positive interdependence within a learning group.

Positive Goal Interdependence. Students recognize they can attain their academic objectives if all group members accomplish their goals. A shared intent and a tangible purpose bring the group together. To ensure that students believe they "sink or swim together" and care about how much each other learns, the teacher has to structure a clear group or mutual goal, such as "learn the assigned material and make sure that all members of the group learn the assigned." The group's objective should always be incorporated into the lesson.

Positive Reward-Celebrate Interdependence. Every group member is rewarded equally upon achievement of the group's objectives. To enhance goal interdependence, teachers may consider implementing joint incentives such as awarding each member five bonus points if the group scores 90% or higher on the test. Teachers may also assess students' performance via a group grade for the overall output of their group, an individual status derived from difficulties, and additional

rewards if all group members meet the criteria on tests. Regular celebrations of the group's accomplishments support the quality of collaboration.

Positive Resource Interdependence. Each group member possesses only a fraction of the required information, resources, or materials for task fulfillment. Members' resources must be fused for the group to accomplish its objectives. To emphasize cooperative relationships, teachers can provide restricted resources to be communalized among students, e.g., one copy of the task or problem per group or allotting every student partial resources that the group must merge utilizing the Jigsaw strategy.

Positive Role Interdependence. Each member has designated roles that complement each other and are interrelated to specify the group's responsibilities to complete the common task. Teachers establish role interdependence among students by assigning them complementary roles like reader, recorder, checker, encourager, and elaborator of knowledge to ensure high-quality learning. For instance, the part of the checker is to periodically ask every group member to explain what they are learning.

There are other positive forms of interdependence as well. Positive task interdependence arises when a division of labor requires one member to complete their responsibility before the next member can act. Positive identity interdependence is established through a shared name or motto. External threat interdependence arises when groups compete against each other. Fantasy interdependence occurs when a task prompts group members to envisage themselves in a hypothetical situation (Johnson & Johnson, 1994).

Incorporating positive interdependence within group activities assures that team members have a mutual objective and that there is an unwavering commitment to the success of group members. As stated, " If there is no positive interdependence, there is no cooperation" (Jones & Jones, 2008)

2. Significant *promotive (face-to-face) interaction*

Positive interdependence leads to promotive interaction. Promotive interaction can be described as individuals supporting and facilitating each other's efforts to achieve, finish tasks, and produce to achieve the group's objectives. While positive interdependence alone may have some impact on outcomes, it is the face-to-face promotive interaction between individuals encouraged by positive relationships, psychological adjustment, and social competence. Promotion interaction is defined by individuals offering each other helpful and practical aid and support, exchanging the

required resources, including information and materials, processing information more efficiently and effectively, and submitting feedback to enhance their future performance. Engaging in constructive discourse involves questioning each other's conclusions and reasoning to improve decision-making quality and gain deeper insight into the issues. It also means supporting each other's efforts to accomplish shared objectives, acting in trustworthy and dependable ways, being motivated to attain mutual benefits, and maintaining a moderate emotional state characterized by low anxiety and stress (Johnson & Johnson, 1994).

3. Clearly perceiving *individual accountability and personal responsibility* to achieve the group's goals

According to Johnson & Johnson (1994), cooperative learning groups aim to strengthen each member. Individual responsibility is the key to ensuring that all group members are strengthened by cooperative learning. After participating in a cooperative lesson, members will be better equipped to perform similar tasks individually.

To guarantee that every member of a group contributes to the group work, teachers need to assess how much effort each member contributes to the group work, give feedback to groups and individual students, help groups avoid duplication of effort by members, and ensure that each member is responsible for the final result. According to Johnson & Johnson (1994), standard methods for establishing individual accountability in a group setting include:

- a) Limiting the group size, as a smaller size is generally associated with increased individual accountability.
- b) Providing each student with an individual test.
- c) Randomly select a student to present their group's work to the teacher, either in front of the group or the entire class, without prior notice or bias.
- d) Recording the frequency of contribution by each group member to the group's work through observation.
- e) Choose one student in each group to play the checker role. Make sure that the others justify and explain their answers.
- f) Asking students to explain what they have learned to someone else can improve learning outcomes. This is referred to as simultaneous explaining and has been shown.

There is a structured approach to classroom learning. Initially, students acquire knowledge, skills, strategies, or procedures through cooperative group work. Subsequently, students

independently apply the acquired knowledge or execute the skill, design, or function, thereby exhibiting mastery of the material. It is a cooperative learning process where students learn together and then do it independently (Johnson & Johnson, 1994).

4. Frequently using relevant *interpersonal and small-group skills*

The successful outcome of a cooperative effort requires interpersonal and small-group skills. Requesting unskilled persons' cooperation is unlikely to be productive. Leadership, trust-building, communication, and conflict-management skills must be taught as intentionally and precisely as academic skills (Johnson et al., 1998). In the conditions focused on cooperative skills training, students were trained weekly in four social skills, and each member of a cooperative group was given two bonus points on the quiz grade if the teacher observed all group members demonstrating three out of four cooperative skills. The findings suggested that optimal achievement can be attained with a blend of positive interdependence, an academic contingency that rewards excellent performance from all group members, and a social skills contingency (Johnson & Johnson, 1994).

5. Frequent and regular *group processing* of current performance is necessary to enhance the effectiveness of the group in the future

According to Johnson & Johnson (1994), there are two levels of processing: small group and whole class. To guarantee successful small-group processing, teachers allot time after every class session for each cooperative group to deliberate on how effectively members worked together. In doing so, groups need to distinguish between helpful and unhelpful actions of members in completing the group's work. This allows them to decide which behaviors to continue or change. This subsequent processing ensures that cooperative groups function efficiently. 1) This approach allows learning groups to prioritize maintaining positive working relationships among members. 2) Additionally, it fosters the development of cooperative skills. 3) Moreover, it ensures that members receive constructive feedback regarding their participation. 4) it also encourages students to reflect on cognitive and metacognitive processes. 5) Finally, it offers opportunities for celebrating group successes and reinforcing positive group behaviors. Some critical factors for successful small group processing include allocating adequate time, establishing a processing framework (e.g., "Identify three areas your group excels in and one area where improvement is needed."), emphasizing constructive feedback, focusing on concrete aspects rather than generalizations, keeping students engaged in the processing, urging students to foster their cooperative abilities, and stating clear objectives for the processing (Johnson & Johnson, 1994).

The teacher should conduct both small-group and whole-class processing periodically. When implementing cooperative learning groups, the teacher impartially observes the groups and analyses any challenges they face while working together. Systematically moving from group to group, the teacher keeps them in action. Feedback is provided to each group on the extent of collaboration. A formal observation sheet may then acquire detailed information about each group. To conclude the class period, the teacher can share the observations' results with the entire class during a processing session. If every group has a peer observer, their comments may be collated to obtain overall class data (Johnson & Johnson, 1994).

Group and class celebrations are essential aspects of small and whole class processing. Success, appreciation, and respect increase engagement in learning, enthusiasm for working in cooperative groups, and a sense of self-efficacy in mastering subject matter and working cooperatively with classmates (Johnson & Johnson, 1994).

These five key elements are common to all healthy cooperative relationships. This applies to peer tutoring, partner learning, peer mediation, adult work mediation, adult work groups, families, and other cooperative relationships. Cooperative relationships should be defined by this conceptual "yardstick" (Johnson & Johnson, 1994).

2.3 Forming Cooperative Group

Teachers should assign students to heterogeneous groups, considering variables such as gender, race, disability, and academic ability. It is essential to ensure that all groups within a classroom have a broad mix of genders, abilities, and disability statuses. When forming groups, it is necessary to consider the students' capacity to collaborate effectively. Observation or sociogram administration can be employed to assess how well students collaborate. While it is possible to alter groups for each cooperative lesson, maintaining the same groups for several weeks can facilitate continuity, which fosters cooperative skills. Teachers should first utilize small groups of two or three students, progressively raising the number to no more than five as students become accustomed to cooperative learning (Schniedewind & Salend, 1987)

2.4 Implementation of Cooperative Learning

Based on the research, Johnson et al. (1998) developed three interconnected ways of using cooperative learning: formal, informal, and cooperative base groups.

- a. Formal cooperative learning* is when students work together for several weeks to achieve expected learning goals aimed at the joint completion of specific tasks and assignments.

All course requirements and assignments can adopt formal cooperative learning. Groups created on this basis provide the groundwork for all other cooperative learning procedures.

When it comes to formal cooperative learning groups, instructors should:

- Make a range of pre-instruction decisions. The tutor must establish the academic and social-skill aims, the group size, the approach for allocating students to groups, the roles assigned, the required materials for conducting the lesson, and the room layout.
- Explain the task and positive interdependence to students. The instructor will define the assignment, teach relevant concepts and strategies, explain positive interdependence and individual accountability, provide success criteria, and specify social skill expectations.
- Monitor students' progress and provide support with both tasks and interpersonal and group skills. A tutor carefully observes and records data on each group's work. If necessary, the tutor intervenes to help students complete the task and work cohesively.
- Students' learning is assessed to help them process how well the group worked. The students' learning is carefully considered, and the performance of each individual is evaluated. The members of the learning groups subsequently reflect upon and evaluate the effectiveness of their cooperation.

b. *Informal cooperative learning* groups are typically temporary and ad hoc, formed for short periods (such as intermittent two- to four-minute discussions during a class session), and used primarily to supplement direct instruction (presentations, demonstrations, films, videos). Instructors can utilize informal cooperative learning groups in the classroom by instructing students to briefly discuss a question posed by the instructor or summarize a recently presented topic with a nearby classmate. This method concentrates student attention on the subject matter and guarantees cognitive processing.

c. *Cooperative base groups* offer the necessary support, help, and guidance to help each member achieve academic success, attend classes, complete assignments, and learn while healthily promoting cognitive and social development. Base groups are designed to be permanent, ranging from one to several years, and facilitate developing caring and long-lasting peer relationships that consistently encourage school students to work hard and

perform well academically. Base groups improve attendance, personalize required work and the school experience, and enhance the quality and quantity of learning. A positive development is further improved when base groups are responsible for conducting a year-long service project to enhance the school (Johnson & Johnson, 2013).

The three types of cooperative learning complement and support each other. A standard ninety-minute class session commences with a base group meeting lasting five to ten minutes. During this period, group members welcome each other and verify that all homework has been completed and understood. The instructor then delivers a brief lesson using informal cooperative learning to introduce the class session's objectives, timetable, and topic. Next, the instructor utilizes formal cooperative learning to carry out an instructional activity centered on the session's topic. Finally, as the class draws to a close, the instructor summarizes the issues covered and exciting ideas generated by the formal cooperative groups, utilizing informal cooperative learning, and explains how the session leads into the assignment for the next class. Finally, the course concludes with a group discussion, during which students reflect on what has been taught, what tasks have been given, and what assistance might be required to complete the homework (Johnson & Johnson, 2013).

2.5 Advantages of Cooperative Learning

The advantages of learning cooperatively continue to become apparent. First, social benefits accrue to students of heterogeneous ethnic and achievement backgrounds working together as functioning team members who focus on common goals. Secondly, academic achievement and self-esteem improvements have been observed among these students when they work together cooperatively instead of competing for attention and grades. Educators can choose a suitable cooperative learning approach that effectively complements traditional teaching styles and addresses the needs of their students. Emphasizing cooperation over competition necessitates that teachers transform their teaching roles, transitioning from that of a power figure or conveyor of knowledge to a guide of learning events or a resource person. For confident educators, altering their grasp of what defines an effective teacher could be discomfiting. Nonetheless, the growing need for individuals to collaborate during the 1990s and onwards demonstrates that cooperative learning is an educational approach that modern teachers must contemplate for their educational institutions (Lee Manning & Lucking, 1991).

In addition, according to Yi & LuXi (2012), based on their observations and outcomes of the cooperative learning case, they can be summarized as follows:

- The teachers discovered that giving instructions in cooperative situations was more efficient. For example, in small project work, teachers must explain instructions separately to each student because they all have varying tasks and goals. This process is labor-intensive and decreases the time teachers can spend observing students. Students tend to absorb the information passively and lack interest in the material. In the cooperative learning scenario, teachers may explain the task more comprehensively to all students simultaneously, allowing for observation and mastery of the process at both macro and micro levels. Furthermore, students better understood the topic through engaging in discussion and communication with one another.
- The students were more active. For example, they asked more questions than before. Individuals often asked questions on behalf of the group, and problem-solving attempts were made within the group, with the teacher also being consulted. All students demonstrated their talents and abilities while completing their subtasks and successfully worked towards achieving the group task. All students were motivated to succeed, and the group functioned efficiently as a cohesive unit throughout the project. Each student was encouraged not to fall behind, and the group operated cohesively like a living organism.
- The relationship between students and teachers has become more intimate. Previously, students rarely communicated when working on separate project tasks. They also infrequently sought assistance from their teachers, believing the lessons to be too simple. However, during cooperative learning, students discussed the task as a group and asked questions on behalf of their team, which improved their accountability and responsibility. This practice enhanced individual responsibility and accountability and facilitated communication and knowledge exchange within the group.

CHAPTER III

IMPLEMENTATION & REFLECTION

This section outlines the classroom learning activities implemented face-to-face for teaching and learning purposes in the study involving 20 out of 40 students in Class XI and the pre-service teacher's reflection. Data was collected during 45 minutes in class.

3.1 Implementation

Activity 1: Making a range of pre-instruction decisions

Before the teaching process was carried out, I, as a teacher, made a lesson plan in advance so that the teaching and learning process was more organized, planned, and effective. Since this school did not have a textbook, I independently prepared the learning materials and assignments. I looked for references from one of the materials on the BBC website and Pinterest. After I prepared the lesson plan, materials, and assignments, I consulted them with my supervisor and supervising teacher before I finally used them for teaching.

At that stage, I took the students' attendance individually and conveyed the learning objectives of that day's learning material to the students. Then, before entering the material, I presented some pictures by artists to the students and inquired about their opinions to improve their critical thinking. I then gauged the students' readiness to explore the "Giving Opinion and Thought" material. Subsequently, the students took turns expressing their thoughts on the presented image. The class environment immediately became lively due to students sharing their ideas and knowledge about some of the pictures of the artists on display. Following a readiness check, I instructed the students to prepare notebooks to record the material I imparted.

Throughout the lesson, I aimed to promote understanding among students by periodically posing questions. Once students comprehended the material, I posed additional questions to reinforce learning. Finally, students engaged in cooperative activities. Those who responded accurately to the questions posed were rewarded with refreshments. Immediately, the students' eagerness heightened, and they hustled to respond to the queries. Some of the queries I posed included "What are the explanations of giving an opinion and a thought?", "What are the differences between opinion and thought?" "Can you provide instances of giving an opinion in daily situations?" and "Can you provide examples of giving thought in everyday circumstances?".

Afterward, to enhance participation, students participated in cooperative activities, were divided into small groups of three individuals per group, and formed heterogeneous groups according to the level of student activeness (active with less active). Based on my observations, the first thing I saw from students was their activeness in the classroom. This made it easier for me to divide them into groups according to their level of activeness.

Activity 2: Explain the task and positive interdependence to students

After the students were divided into small groups of three, before they worked on the group assignments given, I explained the procedures for working on the assignments. I allowed students to ask questions if there were things they wanted to ask related to the group assignments that would be worked on together. The students were assigned two tasks to complete with their group members. Due to the low level of knowledge of the students in this school, the tasks assigned were relatively easy to ensure that students could comprehend the presented learning material. The first task involved matching the empty column in each sentence with the words in the corresponding column. The second task required students to analyze the differences between polite and impolite opinions in several provided sentences.

In addition to explaining the assignment, I also explained several things related to group assessment procedures, such as positive interdependence, face-to-face promotive interaction, individual responsibility, social small group skills, and group processing. To ensure that students understood these five things, I explained them by giving definitions as well as examples that were easy for them to understand and provided opportunities for students if there were things they wanted to ask further related to these five things. Thus, when working on the assigned tasks, all students were ensured to be involved in doing the tasks and could learn together; no one dominated unilaterally. The students helped and supported each other without any competition between group mates, ensuring that all students were responsible for the group task and achieved success together. They felt excited to be able to get the best grades.

To create positive interdependence, I applied positive rewards-celebrate interdependence where groups that fulfilled several aspects of the assessment were rewarded with food as a form of appreciation for their efforts. So, when they worked on group assignments, they were motivated to fulfill the aspects of the assessment to get the rewards that had been provided.

Activity 3: Monitor students' progress and provide support with both tasks and interpersonal and group skills

To ensure that cooperative learning ran effectively, as a teacher, I monitored students' progress in group work. I helped students when they had difficulty understanding the tasks they were working on. When I monitored students' progress, they did not feel afraid to ask questions related to things they found difficult so they could enjoy working on the task. During the assignment process, students could access the internet to find examples to support their opinions, and fellow students helped each other understand the assignment, share the work, and share perspectives on their answers. Active students also allowed less active students to participate in the task process. So, even passive students were carried away actively because of mutual support and help from their group mates. At first, when I made observations before teaching, it seemed passive, but when I applied this cooperative learning method, the students became more active, so the learning process seemed fun and not as scary as they thought before. So far, students have often felt bored and afraid to ask questions during the teaching and learning process.

After about 15 minutes, I gave students time to do the assignment. At this stage of learning, after completing all students' assignments, they had to present their group work results. This allowed their peers to gain insight into their approach to the task and any novel perspectives they may have adopted. It was worth noting that each group had a distinct methodology and varying viewpoints. To present the results of their work objectively, the questions were discussed one by one, and members of the group who knew the answer raised their hands and provided their responses, explaining their reasoning. Successful group responses were rewarded with snacks to motivate engagement. This method elicited prompt responses and encouraged groups to try to answer previously overlooked questions.

Activity 4: Students' learning is assessed and evaluated to help them process how well the group worked

Students were assessed collectively to encourage peer support and group accountability, and each student's mastery of the subject matter influenced the evaluation of the group. Groups were evaluated for their proficiency in a subject area and ability to cooperate effectively

(Schniedewind & Salend, 1987). I considered my students' reactions to cooperative learning by asking students to respond to the following questions:

1. Would you instead work individually or cooperatively?
2. What did you like about working cooperatively?
3. What did you not like about working cooperatively?

Then, based on the questions I asked during the evaluation process, students said that they felt more comfortable and happy learning using the cooperative learning method rather than individually because they were not afraid to do the tasks and felt more motivated to participate more actively in the learning process. What they liked about this cooperative learning was that they stated that it was the first time they enjoyed learning English and felt confident participating actively in the session. Especially when they got the food reward, they thought they were more motivated to listen to the lesson well and answer correctly when they got the questions. In addition, students also felt less insecure and more confident because their group mates helped and supported each other in doing the tasks. However, some introverted and shy students disliked cooperative learning because it required them to interact with friends and actively complete tasks together.

3.2 Reflection

The most significant lesson I took away from this teaching experience was that I had initial reservations about teaching in a school far from the city center, with outdated technology and students with limited comprehension skills. However, I discovered that these challenges were manageable. By adopting a cooperative learning method, previously unenthusiastic students became increasingly keen to learn. With this cooperative activity, students no longer felt afraid to ask the teacher and do the assignments because they could share opinions and perspectives and discuss them with group friends. The learning atmosphere also became fun because fellow students discussed together to realize the success of the learning process. Additionally, as a pre-service English teacher, after completing the teaching practice, I aimed to enhance the time allocation in each session, considering the missed session. I struggled to allocate time in a manner that would optimize each session effectively, resulting in some sessions needing to be more effective due to time constraints. The reflection section was particularly affected. In the reflective area, the allotted time was too limited for constructive reflection with my peers. To ensure more effective learning

outcomes and optimal functioning of all sessions by the principles of cooperative learning, I committed to better time management in future sessions (Johnson & Johnson, 2019)

CHAPTER IV

CONCLUSION

This study was conducted at a school near Mount Puntang Bandung. At that time, there was Covid-19, so face-to-face teaching and learning practices were carried out only twice a week. Based on the results of the observations I made, I identified three critical problems in the school's teaching and learning process. The first problem related to the lack of communication between teachers and students during online learning, and the second problem was the lack of interaction between teachers and students during the teaching and learning process in the classroom. The third problem was the lack of student confidence, so students felt insecure when doing assignments alone in class and tended to be afraid of making mistakes when doing the assigned tasks. Based on the results of my analysis of the problems I mentioned, the cooperative learning method was a suitable method to overcome the three problems I mentioned by applying the five critical elements contained in cooperative learning (positive interdependence, face-to-face promotive interaction, individual responsibility/accountability, social small group skills, and group processing).

The implementation process was based on the instructional formal cooperative learning during the teaching practice. Of course, it was not easy to implement formal cooperative learning during teaching and learning in the classroom so that it ran flawlessly from beginning to end. However, because of good cooperation between students and teachers, the learning process could run effectively until the end, despite shortcomings.

So far, the cooperative learning method is suitable and effective for use in all types of classes. Using the cooperative learning method, students became more confident and active, had a high sense of responsibility towards others, and became more eager to learn in class.

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APPENDICES

Rencana Pelaksanaan Pembelajaran Opinion and Thought

RENCANA PELAKSANAAN PEMBELAJARAN DARING/LURING

Sekolah : SMA Al-Falah Banjaran
Mata Pelajaran : Bahasa Inggris
Kelas/semester : XI/Ganjil
Materi Pokok : Opinion and thought
Alokasi Waktu : 45 menit
Tujuan Pembelajaran :

Setelah mengikuti pembelajaran, siswa diharapkan mampu:

- Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan terkait opinion and thought
- Menangkap makna secara kontekstual terkait opinion and thought
- Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan terkait opinion and thought

Model Pembelajaran : Cooperative learning

Langkah-langkah Pembelajaran:

No	Aktivitas
1	Pendahuluan (2 menit) <ol style="list-style-type: none">1. Guru membuka pelajaran dan salam serta meminta siswa untuk berdoa menurut kepercayaan masing- masing, kemudian menanyakan siapa yang tidak masuk kelas pada hari itu.2. Guru memperkenalkan diri kepada siswa
2	Inti (38 menit)

	<p>. Guru menunjukkan gambar kepada siswa dan siswa diminta untuk memberikan pendapatnya mengenai gambar tersebut</p> <p>a. Guru menjelaskan materi terkait opinion and thought</p> <p>c. Guru memberikan latihan soal terakit opinion and thought kepada siswa dan siswa diminta untuk mengerjakan latihan bersama teman sebangkunya</p> <p>d. Setelah mengerjakan latihan soal, siswa diminta untuk membacakan hasil penugasannya</p> <p>e. Guru mendiskusikan latihan soal yang sudah dikerjakan siswa bersama-sama</p>
3	<p>Penutup (5 menit)</p> <ol style="list-style-type: none"> 1. Peserta didik diberikan review hasil kegiatan pembelajaran oleh guru. 2. Guru memberikan motivasi kepada siswa sebelum menutup proses pembelajaran. 3. Guru menutup proses pembelajaran dengan salam dan doa

Penilaian Pembelajaran :

No.	Kompetensi	Teknik	Bentuk Penilaian
1	Sikap	Observasi dan penilaian diri	Mengamati secara langsung di kelas dan meminta penilaian antar teman
2	Pengetahuan	Tes Lisan	Melalui pertanyaan yang diberikan di kelas ketika proses pembelajaran
3	Keterampilan	Kinerja/Praktik	Mengamati secara langsung kegiatan peserta didik dalam melakukan sesuatu

Mengetahui,

Kepala SMA Al-Falah Banjaran

Guru Mata Pelajaran,

(Nenden Sartika Dewi, S.Pd)

(Nandang Rukmana, S.Pd)