

Students' Response towards Cooperative Learning in English Classroom

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ABSTRACT

This qualitative study aims to investigate the use of cooperative learning in English classroom based on students' response at one of vocational schools in Kendari. The instruments used in this study were reflection and documentation with 36 students acted as the respondents who were chosen by using purposive sampling. The reflection guideline consists of five questions related to cooperative learning. This study reveals that the response of cooperative learning had positive response. Students' reflection reveals that students prefer cooperative learning because they understand the lesson easily, and they could express their ideas. This study implies that students' response toward cooperative learning is positive and it can help the students in learning foreign language. This approach helps them to acquire the knowledge through working in a team easily and make the learning process more interesting. The students also become more active to participate in the teaching and learning process.

Key words: *cooperative learning; English classroom; reflection; response.*

INTRODUCTION

Cooperative learning began to be applied in the classroom context in the 1970s when United States began to study cooperative learning models in teaching and learning process (Ahmed and Bedri, 2017). This learning model refers to a teaching strategy in which small teams with different member's ability may engage themselves in different learning activities to improve their understanding of a subject (Hermann, 2013; Mohammadi and Davarbina, 2015). When the teachers implement this learning model, they can give more opportunities to students to practice their English and to learn more effectively from classmates as well as teachers. Besides, it also enables the learners to promote their social skills and interpersonal skills through interactions with other group members (Mohammadi and Davarbina, 2015). Xuan (2015) states that cooperative learning aims to improve the efficiency of student learning and promote students' achievement of learning, and it is proved as an effective teaching approach in foreign/second language education.

Meanwhile, in Indonesia, cooperative learning has been quickly gaining ground in the early 2000s and has been combined with Indonesian common values (Hermann, 2013). In general, cooperative learning promotes positive interdependence, individual accountability, primitive interaction, appropriate use of social skills, and group processing which are considerably popular in Indonesian teaching and learning context (Karmina, 2018). The research about cooperative learning has been carried out by Page (2013) stating that the implementation of cooperative learning is more effective because cooperative learning eases the students' learning process. In line with, Sunggingwati (2018) argues that cooperative learning may hamper the group's conflict, domination, and power struggles. Sari (2001) also highlights that the implementation of

cooperative learning activities (think pair share, two stay two stray, inside outside circle, and numbered head together) and other supporting systems (i.e. using the classroom English, using the teaching media, and giving rewards) are successful in improving the students' speaking skills. This research was successful because the students' ability to understand the lesson and the students' involvement in the speaking teaching-learning process. Moreover, Al Mashari (2012) also conducted a study about cooperative learning. He revealed that cooperative learning in the new system positively affect some aspects in the participants' English proficiency and they had a positive attitude towards cooperative learning in the new system and a higher motivation to learn English.

Furthermore, In Indonesia, many researchers focus on perception, beliefs, effect of cooperative learning, improvement of skill in English through cooperative learning and others. Other researchers rarely focus on students' response. Therefore, the researcher will try to investigate the students' response towards cooperative learning. To find out the existing of cooperative learning, the researcher did preliminary study at one vocational schools in Kendari. The researcher gave a reflection to see the students' circumstance in English classroom by giving them reflection as the first data. Based on the preliminary study, it was found that there are some students choose to work in a group than individually. Referring to the facts, the writer was then interested to know the students' response towards cooperative learning in English Classroom.

RESEARCH METHODOLOGY

This qualitative study was conducted at a vocational school in Kendari. 36 students were willing to take part in this study because from the preliminary study the students choose to work in a group than individually. The use of cooperative learning introduced to the students and teacher was that cooperative learning had a positive response in learning process.

Using reflective journal as the main instrument, the participants were asked to write the journal after learning process. Data collected using participants' learning journal and documentation became the data source in this study. Upon learning process in language classroom, the participants were asked to reflect their learning process in cooperative learning. The participants were asked to write their reflection in Indonesia because reflective journal can develop in expressing ideas and opinion, cognitive and socio-cultural comprehension (Borg, 2006 as cited in Nurfaidah, 2018). Besides, documentation also becomes a data source to support the main data. Then, documentation has a purpose to document all of the activity in the class. The researcher used a camera to help in documenting what the student do in the class. Document is a record of events that have passed. Evaluating documents is not to consider the data as "necessary precise, accurate, or complete recordings of events that have occurred. Documents can be in the form of picture writing or monumental works from someone (Bowen, 2009). In analyzing the data, the researcher used content analysis (Polkinghorne, 2005). Content analysis was analyzing systematic classification and counting of the units into description based on its features. The first is data collection by searching, recording, and collecting data through documentation and observations. The second was data reduction. Reducing data means summarizing, choosing the main things, focusing on the important things, looking for themes and patterns. The third was data presentation. After the data had been reduced, the next step was to display the data by coding. In coding data, the researcher used reflection of the students after learning process. Students' reflections was made in the form of data and decoded according to questions about students' response. Coding data, it will make it easier to understand what is happening, plan further work based on what has been

understood. In coding the data, the researcher found some findings that the researcher could interpret the data in research finding in chapter four. Furthermore, the presentation of the data was done to make it easier for researchers to describe the data. The next step was drawing conclusions and verification. In this study, the initial conclusions put forward by the researchers will be supported by data obtained by researchers in the field. The answers to the results of the study would provide explanations and conclusions on the research problems examined in this study.

RESULT

The findings of this study revealed that from five questions that the researcher gave to the students through reflection, the researcher found the positive response towards cooperative learning in English Classroom. Almost all students like to study in cooperative Learning because the student are easy to understand the material, are able to express their ideas, and are very enthusiastic. The researcher analyzed the data of 36 students' reflection to find out the response that the students feel. Then, the researcher analysis and interpreted the data of the reflection used the diagram and percentage to show the students' response. Therefore, the researcher decided to know the field fact to be known presented in table.

Table 1 The result of student' response towards cooperative learning

No	Question	Yes	No	Students' Response
1.	Do you feel happy following the learning process using the cooperative learning method?	91,7 %	8,3 %	- "I feel happy because learning English becomes easier" (S_4) - "The activities will be more exciting if it is done in groups because we can share ideas" (S_5) - "Group work is not profitable because it is troublesome" (S_{11})
2.	Do you understand learning use cooperative learning method like today?	80,6 %	19,4 %	- "Working with friends can make it easier for us to ask questions about something we don't understand" (S_2) - "We can discuss to solve a problem by exchanging ideas" (S_8) - "The task will be hampered because some people in the group tell each other and take a part to finish the work together" (S_{12})
3.	Do you feel freer to express your ideas by learning to use cooperative learning methods like today?	72,2 %	27,8 %	- "I feel very confident to convey ideas compared with working alone which is sometimes cannot think to the instruction" (S_{34}) - "In groups we can express our opinions because someone listens both our strengths and weaknesses and friends in the group will not blame each other" (S_{27}) - "Learning in group make us not really confident" (S_7)
4.	Do you feel your spirit can increase in learning using cooperative learning?	72,2 %	27,8 %	- "I am not working the assignment on my own but there are friends who share the assignment so that they do not think for themselves and can ease their minds" (S_5). - "sometimes I become discouraged because my own group friends do not participate and only make noise" (S_{18}).

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| 5. | Di your friends help you if you feel difficulties? | 89,9 % | 11,1 % | - | <p>“The advantage that I can be obtained in the cooperative learning method is getting good friends who can help students when other students don't understand the material they will learn in groups” (S₁₃).</p> <p>“There are groups that do not participate because they do not understand so they do not want to help each other” (S₂₀).</p> |
|----|--|--------|--------|---|--|

The table above shows that there are five types of response that the students show from their reflection. The first is *students are happy in learning using cooperative learning*. There are many students said that they were very happy learning in cooperative learning. In cooperative learning, some students can be easy to do the assignment because the students could help each other, can build a good communication, and the students can give their opinion to other students. Almost all students in the class chose to answer “yes”, the students are very happy.

Based on the first response, 91,7 % students voted “Yes” and 8,3 % students voted “No”. Some students said that they were happy learning in grouping because learning English become easier in sharing ideas. Through cooperative learning, some students can build communication with other students in their group. In grouping activity, communication would always happen because the student fun with this activity and encourage the student to learn more with the other student. Besides, in using cooperative learning, method there were some students who did not agree if learning in grouping would make the student happy to study. It was because there are some students who feel disadvantaged with friends who could not help anything. This student did not want to help another student who made the student late to work assignment.

The second is *students found it easy to understand the material*. There were some students who found it difficult to answer questions by individually. Then, the student always asked to the other students until they understood. Furthermore, cooperative learning helped students to understand the material because the student does in group work activity.

Based on second response, 80,6 % students said “Yes” and 19,4 % students said “No”. Some students said that they understood better in term of what they studied in a group, however, another student got difficulty to understand. The entire students had some reason why they understood and did not understand learning in grouping. The student shared their work with the other students in group. Then, all of the students have a same opportunity in group to say their answer. Therefore, the atmosphere in learning individually was different from learning in group because the student could learn from the other students. Therefore, student would understand the assignment easier what the teacher discussed in group. Moreover, some students could not understand with the material that the teacher gave if they were working in a group because the student could not focus to do the assignment. Some students were always serious in working on their assignment. However, some other students did not like to work their friends who always played and they did not have a desire to know about the material that the teacher gave. They just waited to their friend to do the assignment for them whether in cooperative learning, it could create interdependence between students. Therefore, some students preferred to work individually than work in group.

The third is *students can express their ideas*. Expressing ideas is one of the things that the student can do in cooperative learning. Almost all of students in the class have a confident to

express their ideas. While other student can listen and will not blame the student's ideas. Other students feel free say anything what they want about the material that they learn. It can be seen by following the diagram below and quotes from some students.

Based on third response, 72, 2 % student said "Yes" and 27, 8 % students said "No". Some students said that they could express their ideas in cooperative learning method because they met a good friend who would listen to all of their opinions. However, some students with their reason they could not share their opinion with their friends because they did not have a confident to talk. In the classroom students had to share their ideas when their teachers asked. Meanwhile, there were some students who always shy to talk and share their ideas to the teacher. The students also felt shy to their friend. In the classroom when the teacher asked the student to make a group and the students had to do an assignment. Usually, some students would feel free to share their ideas because in a small group. When the students worked alone, some student could not think what they wanted to do. The student did not have idea to finish an assignment. However, in a group when the student cannot think of anything, other student will give their suggestion to develop other students' ideas. Besides that, in using cooperative learning method there were some students who did not feel free to express their ideas because the student felt shy to other students. Furthermore, some students felt that their opinion was not delivered to their friends in a group because the student rarely talked to other students in the class. Therefore, there were some students who did not want to listen, receive the students' opinion. Sometimes, the student would accept the student's opinion but the student did not show proper response it.

The fourth *is students are very enthusiastic*. In cooperative learning, the students had a big spirit to study. The students were very enthusiastic because all the students in the group are very active to talk each other. There were many students who did not feel bored in the class.

Based on fourth response, 72, 2 % student said "Yes" and 27, 8 % students said "No". Some students said that learning using the method could increase their spirit because all of students were very enthusiastic to race with other group in doing the assignment that the teacher gave. The students in group worked together to do the assignment to make it easier. Helping student's mind is one of the impacts that the student can get in cooperative learning. Other students in group just think on their own but in cooperative learning, it can train the student to think for all of member of the group. The student has to think how the group can answer together the question that the teacher gives to the student. Therefore, cooperative learning does not make student feel bored in learning because there are many positive impacts that the students get. One of the things is the students are not tense in the class and when the student does their assignment. Moreover, there were some students who did not agree with statement about other students could encourage them in a group. The researchers found out that a reason that made some students did not like to work in a group was a particular friend. There were some students did not want to study because other students ware lazy to participate. There was no contribution in a group to do the assignment. Therefore, some students who met the student like this were lazy to study in a group, so they chose to work individually.

The fifth *is students can increase a responsibility*. The students working with cooperative learning make them have responsibility because the students have to help each other, listen each other in doing their assignment. Based on fifth response, 89, 9 % student said "Yes" and 11, 1 % students said "No". Some students said that the student in a same group always helped each other if someone found difficulty in any case because the students had responsibility, for example; difficulty to show students' opinion and some student did not want to see other student confusion

about the assignment that the teacher gave to the students. In a group, the student will be very happy and enthusiast to study in cooperative learning if the students meet a good friend. The student will take care of each other in finishing the assignment. The students always help their friend in making them to understand the material that the student has to answer it. However, there were some students who did not care about the assignment. Those students chose to not participate. The researcher found it difficult to control the students since they went around the class to ask for the information. In addition, the time management had to be improved so that the main activity should be made longer.

DISCUSSION

The findings in the first response shows what the students feel in cooperative learning. It found out that the student are happy because it is easier to share their ideas. Therefore, the students always discuss things to each other before asking the teacher. The second response reveals that the students is easy to understand the material. The students can understand better the text and take valuable feedback from each other working in pairs or groups (Liang, Mohan and Early, 1998). As the results of the study, cooperative learning as a teaching method develops language learning, academic achievement, and social skills by means of students' interaction. Then, grouping enables the students to express their ideas because communication will always be effective to make students feel free to say anything. Therefore, communication skill will always contact their group members and each other in the classroom (Andhani, Kharisma and Satriani, 2018). In cooperative learning environment, the students are very enthusiastic in learning. The students not only complete a task or solve a problem, but also learn something with their friend. Cooperative group activity produces more and better ideas than if the students work alone. Discussion can enlarge retention and develop their problem-solving ability. Cooperative learning can enhance the social relationship among students. Within cooperative learning, learning starts with inquisitiveness and progress to the students' understanding of subject in daily life and is related with areas of knowledge (Andhani, Kharisma and Satriani, 2018). Moreover, students should achieve a level of interaction. This feature is attained when there is a mutual influence among group members. Success of group members is elevated by encouraging, supporting and assisting one another.

Cooperative learning promotes students to have a responsibility in a group. A responsibility means that helping one another and relate to one another. The social interaction that occurs during the process of cooperative learning can put positive effect on students' response and on the students' perception of their classroom environment as well. In cooperative learning, students are expected to help each other, discuss, argue with one another, and assess each other's current knowledge and fill in gaps in each other's understanding (AlMashjari, 2012).

CONCLUSION

The use of cooperative learning activities created a nice relaxed atmosphere of teaching and learning. As a result, they became more enthusiastic and got better understanding in learning English. Then, the data show that cooperative learning helps students in learning language and most of the students agreed that this approach helps them to acquire the knowledge through working in a team easily and make the learning process more interesting. The students became motivated, confident, and active during the reading class because they enjoyed the lesson. Based on the students' response, cooperative learning produces good impact for the students to reach the goals of the learning language; it means that cooperative learning is one of the effective approaches

in English classroom. It implies that the teacher can encourage the students to work in groups so that they have companions to discuss the learning material.

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