

CHAPTER I

INTRODUCTION

This study is intended to discuss about background of the study, scope of the study, research question, purpose of the study, significance of the study, definition of key terms.

A. Background of the Study

The application of cooperative learning to classroom teaching finds its root in the 1970s when United States began to make and study cooperative learning models for classroom context.¹ Cooperative learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of students of different levels of ability and use a variety of learning activities to improve their understanding of a subject.² Through CL students have more opportunities to practice English and to learn more effectively from classmates as well as teachers. It also helps exercise student's social skills and interpersonal relationships through interactions with group members.³ Currently, Cooperative learning (CL) has already been recognized as an effective approach in the United States, which aims to improve

¹ SubahiAbdalgadirElimam Ahmed and Aman Mohammed Bedri, "The Role of Cooperative Learning in Enhancing EFL Learners Students' Oral Communication Skills", International Journal of English language, Literature and Translation Studies (IJELR), Vol. 4 (1), 2017, p. 33.

² AzamMohammadi and MehranDavarbina, "The Effect of Cooperative Learning Techniques on Reading Comprehension Ability of Iranian EFL Learners", International J. Soc. Sci. & Education, Vol. 5 (3), 2015, p 524.

³ *Ibid.*

the efficiency of student learning and promote students' quality of learning, and it is proved as an effective teaching approach in foreign/second language education.⁴ Therefore, Cooperative learning is one of the teaching methods to improve learning, academic achievement and social skills by students' interaction.⁵

However, in Indonesia since first introduced in the early 2000s, Cooperative Learning, a teaching approach in which students work together in small, structured, heterogeneous cooperative groups to complete tasks, has enthused Indonesian teachers and researchers because of its alignment with Indonesian values.⁶ Principles underpinning Cooperative Learning—positive interdependence, individual accountability, primitive interaction, appropriate use of social skills, and group processing are not new for Indonesians.⁷ Indonesian values such as mutual assistance *and* consensus decision making have been a central part of Indonesian social life. Therefore, it is like a model of cooperative learning.

The implementation of Cooperative Learning was more effective because cooperative learning can make student easy to study.⁸ Students who get stuck doing all the work sometimes will decrease their efforts. Along a different line, pressure to conform may suppress individual efforts. Group work can also break

⁴ Ling Xuan, "Application of Cooperative Learning Approach: Teachers' And Students' Perceptions Towards Cooperative Learning", Master's Thesis State University of New York, (Fredonia, New York, 2015), p. 1.

⁵ Azam Mohammadi and Mehran Davarbina, *op. cit.*, p. 526.

⁶ Kim J Hermann, The Impact Of Cooperative Learning On Students Engagement: Result From An Intervention, *Active Learning in higher education*, Vol. 14 (3), 2013, p. 177.

⁷ Sari Karmina, "Indonesian Teachers' Beliefs about Cooperative Learning", *Asia Pacific Journal of Education, Arts and Sciences*, Vol. 5 (2), 2018, p. 1.

⁸ Amelia Page, "Implementing Cooperative Learning: A Consideration of Barriers and Enables", *Journal of Initial Teacher Inquiry*, (3), 2017, p. 49.

down as a result of divisive conflicts and power struggles.⁹There are many researchers who did some researches about cooperative learning. They analyzed about the implementation of cooperative learning model type jigsaw to improve students' accounting learning activity and learning outcomes,¹⁰ the implementation of cooperative learning in English class of favorite school,¹¹ the effect of cooperative learning on students' achievement and views on the science and technology course,¹² and others research about cooperative learning.

A researcher analyzed a study on cooperative learning. The researcher showed that cooperative learning could improve the speaking skill of the students. This research showed that the implementation of cooperative learning activities (think pair share, two stay two stray, inside outside circle, and numbered head together) and other accompanying actions (i.e. using the classroom English, using the teaching media, and giving rewards) were successful in improving the students' speaking skills.¹³ This research were successful because the students' ability to understand the lesson, the students' involvement in the speaking teaching-learning process, and the students' participation in the speaking teaching-learning process.

⁹ DyahSunggingwati, "Cooperative Learning in Peer teaching: A case study in an EFL Context", *Indosian Journal of Applied Linguistics*, Vol. 8 (1), 2018, p. 151.

¹⁰ AgustyaJulitaPutri, "The Implementation Of Cooperative Learning Model Type Jigsaw To Improve Students' Accounting Learning Activity And Learning Outcomes", Undergraduate Thesis Yogyakarta State University, (Yogyakarta, 2014), p. 1.

¹¹ Muhammad Kristiawan, "The Implementation of Cooperative Learning in English Class of Favorite School", *Academic Journals*, Vol. 5 (6), 2013, p. 85.

¹² SertelAltun, "The Effect of Cooperative Learning on Students' Achievement and Views on The Science and Technology Course", *International Electronic Journal of Elementary Education*, Vol. 7 (3), 2015, p. 452.

¹³ Sekti Sari, "Improving Speaking Skills Through Cooperative Learning", Under Graduate Yogyakarta State University, (Yogyakarta, 2014), p. 48.

Moreover, another researcher also conducted a study by the title ‘ the effectiveness of cooperative learning on EFL proficiency: a case study of grade ten female classroom in the new developed high school project in Riyadh, Saudi Arabia. Saud finds 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.¹⁴

Furthermore, In Indonesia there are many research focuses on perception, beliefs, effect of cooperative learning, improvement of skill in English through cooperative learning and others. But, the researchers only focus on students’ response towards cooperative learning. In fact, the researcher have not find a research that same with this research.

To find out the existing of cooperative learning, the researcher did preliminary study in English classroom at X MIPA E of Senior High School one Kendari. The researcher did classroom observation to see the students’ circumstance in English classroom by giving them reflection as the first data.

Based on the preliminary study classroom observation, it was found that there are some students choose to work in a group than individually. Referring to the facts, the writer is then interested to see the students’ response towards cooperative learning method by entitling the study “Students’ Response towards Cooperative Learning in English Classroom”.

¹⁴ AmirahKamisaAlMashjari, “The Effectiveness of Cooperative Learning on EFL Proficiency”, Master’s Thesis King Saud University, (Saudi Arabia, 2012, p 53.

Based on the issue above, the researcher would like to make a research in Senior High School one Kendari, especially in English classroom.

B. Scope of the Study

This research was held to find out the responds of the students towards cooperative learning in English classroom. It will be focused on group work. This research does not look at the specific models of cooperative learning. The researcher focused on the responses of the students in English classroom. This study will be conducted at X MIPA E of Senior High School One Kendari. X MIPA E consists of thirty six students, which would be taken all of students as the subject of the research. The data will be gathered by using reflection.

C. Research Questions

Based on the background above, the researcher formulates research as follows: “what are students’ responses towards cooperative learning in English classroom at SMAN 1 Kendari?”

D. Purpose of the Study

Based on the research question, this present study is aiming to know the students’ response towards cooperative learning in English classroom at SMA Negeri 1 Kendari.

E. Significance of the Study

This study offers some important insight into a number of aspects as in following:

1. Theoretical benefit

The result of this study can be used as references for those who want to conduct a research in analyzing students' response towards cooperative learning in English classroom.

2. Practical benefits

The result of this study can give positive impacts for all level academic society as in the following:

The first, as in information for English teacher of SMAN 1 Kendariit can be used as alternative learning in schools to improve student learning achievement. Teacher then rectify teaching strategy in order to improve better result for equal integrated skill of the students.

The second, as information for student that cooperative learning method can motivate them in activities or think optimally, so that students are not bored in the classroom. Through cooperative learning method, the students can learn about how to work in a group.

The third, as information and references for readers to further research and it may be applied in another classes. Then, to evaluate a kind of latest approaches in teaching as preparation of better educational program in the future.

The last, this research will be helpful for institution, IAIN Kendari to improve the quality of teaching and training to students' teaher since the institution have authority to shape student teacher to be last teacher to be the best teacher in all aspects.

D. Definition of Key Terms

For the purpose of this study, the terms to be defined are listed as the following.

Cooperative learning is a group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in a group and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.

This study defines cooperative learning or group work activity in this study as a good approach to apply in English classroom. It makes students cooperate with their friends, interaction and solve the problem together.

Students' response is an interactive communication that allows formative assessment by enabling the teacher to pose questions and receive students' answer immediately

This study defines students' response as a reaction to cooperative learning or group work activity that has happened during teaching and learning process. Then, in this study has a purpose to see how the response of the students in learning using cooperative learning in English classroom.