

CHAPTER II

REVIEW OF THE LITERATURE

This chapter provided the review of some literature relate with the study which include review of related previous study, cooperative learning in language classroom, the elements of cooperative learning, the principles of cooperative learning, cooperative learning models, steps of cooperative learning, advantages and disadvantages of cooperative learning.

A. Cooperative Learning

1. Cooperative Learning in Language Classroom

Cooperative learning is an approach in teaching that maximizes the use of active activity involving pairs or small groups of learner in the class. By implementing cooperative learning, small teams with different levels of ability can use variety of learning activities to improve their understanding of a certain subject.¹⁵ In addition, cooperative learning is a group of systematic learning activity which depends on the information exchange between the learners in the groups in which each learner is given responsibility for his or her own learning and is motivated to increase the learning of others.¹⁶

Furthermore, cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's'

¹⁵ AdityaPratama, "Using Cooperative Learning Strategies to Improve Reading Comprehension", Under graduate Yogyakarta State University, (Yogyakarta, 2013), p. 21.

¹⁶ *Ibid.*

learning.¹⁷ By doing this, the classroom atmosphere will be enjoyable for students to learn in order to achieve the goal of the lesson as well as the goal of the team.

However, cooperative learning as instructional programs which is students works in small groups to help one another master academic content.¹⁸ Cooperative learning involves students working in groups in which they are responsible not only for their own learning, but that of their fellow group members.

To accomplish this, students must work together to complete a project or master material as a group. Therefore, cooperative learning fosters a collaborative atmosphere as opposed to a competitive environment. The two most important aspects of cooperative learning that increase student achievement are group rewards and individual accountability.¹⁹ The additional goals of cooperative learning include assuming leadership responsibilities, equal and active participation in the group process, positive interaction, increased learning and improved self-esteem.²⁰ What makes cooperative learning different from most instructional methods is that it is based on social interdependence theory and the related research. Social interdependence theory provides educators with a conceptual framework for understanding how cooperative learning may be (a) most fruitfully structured, (b) adapted to a wide variety of instructional situations,

¹⁷ *Ibid.*, p. 20.

¹⁸ Asuai Nelson Chukwuyenum, Azukaego Eluemuno Nwankwo, U. Toochi, "Impact of Cooperative Learning on English Language Achievement among senior Secondary School Students In Delta State, Nigeria: Implication For Counselling", *Journal of Emerging Trends in Educational Research and Policy Studies (JETERAPS)*, Vol. 5 (7), 2014, p. 70.

¹⁹ Robert E. Slavin, "When Does Cooperative Learning Increase Students Achievement?", *Psychological Bulletin*, Vol. 94 (3), 1983, p. 433.

²⁰ Yash Pal Singh and Anju Agrawal, "Introduction to Co-operative Learning", *Indian Streams Research Journal*, Vol. 1 (2), 2011, p. 4.

and (c) applied to a wide range of issues (such as achievement, ethnic integration, and prevention of drug abuse etc.).

Therefore, cooperative learning is a learning activity that uses student learning patterns in groups to intertwine cooperation and positive interdependence so that productive learning processes and outcomes are achieved. Students who study with cooperative learning models will have high motivation because they are encouraged by peers.

2. Types of Cooperative Learning

There are four major types of cooperative learning, including the following:²¹

Formal cooperative learning

This consists of students working together, from one class period to several weeks, to achieve mutual learning goals and jointly complete specific tasks and assignments. Assignments could range from solving a set of problems, completing a curriculum unit, writing a report, conducting an experiment to reading a story, play, or book. Due to its highly structured nature, cooperative learning requires the teacher to function in a facilitator role. In formal cooperative learning groups, the teacher; specifies the objectives for the lesson (one academic and one social skill), makes a series of decisions about how to structure the learning groups (what size groups, how students are assigned to groups, what roles to assign to individual students, how to arrange materials, and how to arrange

²¹Cornelius-Ukpepi, B. U., Aglazor, G. N. & Odey, C. O, "Cooperative Learning Strategy as Tool for Classroom Management", *Advances in Multidisciplinary Research Journal*, Vol. 2 (2), 2016, p. 69.

students' sitting), teaches the academic concepts, principles, and strategies that the students are to master and apply, and explains the (a) task to be completed, (b) criteria for success, (c) positive interdependence, (d) individual accountability, and (e) expected student behaviors, monitors the functioning of the learning groups and intervenes to (a) teach collaborative skills and (b) provide assistance in academic learning when it is needed, evaluates student performance against the preset criteria for excellence, and ensures that groups process how effectively members worked together.

Informal cooperative learning

This consists of students working together to achieve a joint learning goal in temporary, ad hoc groups that last from few minutes to one class period. During a lecture, demonstration, or film they can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process the material being taught, and provide closure to an instructional session. During direct teaching the instructional challenge for the teacher is to ensure that students do the intellectual work of organizing material, explaining it, summarizing it, and integrating it into existing conceptual structures. Informal cooperative learning groups are often organized so that students engaged in three-to-five minute focused discussions before and after a lecture and three-to-five minutes turn-to-your-partner discussions interspersed throughout a lecture. In this way the main problem of lectures can be countered: "The information passes from

thenotes of the professor to the notes of the student without passing through the mind of either one."

Cooperative base groups

Are long-term, heterogeneous cooperative learning groups with stable membership in which students provide oneanother with support, encouragement, and assistance to make academic progress (attend class, complete allassignments, learn). They also help one another develop cognitively and socially in healthy ways, as well as hold oneanother accountable for striving to learn. Base groups meet daily (or whenever the class meets). They are permanent(lasting from one to several years) and provide the long-term caring peer relationships necessary to influencemembers consistently to work hard in school. They formally meet to discuss the academic progress of each member provide help and assistance to each other, and verify that each member is completing assignments and progressingsatisfactory through the academic program. Base groups may also be responsible for letting absent group membersknow what went on in class when they miss a session. Informally, members interact every day within and betweenclasses, discussing assignments, and helping each other with homework. The use of base groups tend to improvesattendance, personalizes the work required and the school experience, and improve the quality and quantity oflearning. The larger the class or school and the more complex and difficult the subject matter, the more important it isto have base groups.

Constructive controversy

Exists when one person's ideas, opinions, information, theories, or conclusions are incompatible with those of another, and the two seek to reach an agreement.²² One of the central aspects of individuals promoting each other's success is disagreement and augmentation among members of cooperative groups when they have to make a decision or come to an agreement. Constructive controversy involves what Aristotle called deliberate discourse (the discussion of the advantages and disadvantages of proposed actions) aimed at synthesizing novel solutions (creative problem-solving). Constructive controversy begins with randomly assigning students to heterogeneous cooperative learning groups (usually of four members). Each group receives an issue on which to write a report and pass a test. Each cooperative group is divided in two. One half takes the con position on the issue; the other half takes the pro position. Each half receives the instructional materials necessary to define their position and point them toward supporting information.

The materials highlight the cooperative goal of reaching a consensus on the issue (by synthesizing the best reasoning from both sides) and writing a quality group report. Students then (a) research, learn about, and prepare their assigned position; (b) present a persuasive case that their position is correct; (c) engage in an open discussion in which there is spirited disagreement; (d) reverse perspectives and present the best case for the opposing position; (e) agree on a synthesis or integration of the best reasoning from both sides; and (f) reflect on the process so

²²*Ibid.*, p. 70.

that they may learn from the experience. When used in combination, cooperative formal, informal, base groups, and constructive controversy provide an overall structure for school learning and classroom management.

3. The elements of Cooperative Learning

There are five key elements of successful group based learning in cooperative learning. Following are the five basic elements of cooperative learning.²³

The first is *positive Interdependence*. The first requirement for an effective structured cooperative learning environment is that students believe they “sink” or swim together.²⁴ Cooperation occurs only when students perceive that the success of one depends on the success of other. Whatever task students are given to perform, each group member must feel that his or her contribution is necessary for group success. All group members feel responsible for everything happens in the group. It can be created by structuring cooperative learning task and building a spirit of mutual support within the group.

There are a number of ways of structuring positive interdependence within a learning group.

Positive Goal Interdependence; students perceive that they can achieve their learning goals if and only if all the members of their group also attain their goals. The group is united around a common goal a concrete reason for being. 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,

²³AdityaPratama, *op. cit.*, p. 23.

²⁴ *Ibid.*

such as "learn the assigned material and make sure that all members of the group learn the assigned material." The group goal always has to be a part of the lesson.

Positive Reward: each group member receives the same reward when the group achieves its goals. To supplement goal interdependence, teachers may wish to add joint rewards (e.g., if all members of the group score 90% correct or better on the test, each receives 5 bonus points). Sometimes teachers give students: 1) a group grade for the overall production of their group, 2) an individual grade resulting from tests, and 3) bonus points if all members of the group achieve the criterion on tests. Regular celebrations of group efforts and success enhance the quality of cooperation.

Positive Resource Interdependence;each group member has only a portion of the resources, information, or materials necessary for the task to be completed; the members' resources have to be combined for the group to achieve its goals. Teachers may wish to highlight the cooperative relationships by giving students limited resources that must be shared (one copy of the problem or task per group) or giving each student part of the required resources that the group must then fit together (the Jigsaw procedure).

Positive Role Interdependence: each member is assigned complementary and interconnected roles that specify responsibilities that the group needs in order to complete the joint task. Teachers create role interdependence among students when they assign them complementary roles such as reader, recorder, checker of understanding, encourager of participation, and elaborator of knowledge. Such roles are vital to high-quality learning. The role of checker, for example, focuses

on periodically asking each group mate to explain what is being learned. The teacher cannot continually check the understanding of every student; the teacher can engineer such checking by having students work in cooperative groups and assigning one member the role of checker.

There are other types of positive interdependence. Positive task interdependence exists when a division of labor is created so that the actions of one group member have to be completed if the next member is to complete his or her responsibility. Positive identity interdependence exists when a mutual identity is established through a name or motto. Outside threat interdependence exists when groups are placed in competition with each other. Fantasy interdependence exists when a task is given that requires group members to imagine that they are in a hypothetical situation.

The research indicates that positive interdependence provides the context within which promotive interaction takes place. Group membership and interpersonal interaction among students do not produce higher achievement unless positive interdependence is clearly structured. The combination of goal and reward interdependence increases achievement over goal interdependence alone and resource interdependence

The second element of cooperative learning requires *face-to-face-interaction* among students within which they promote each other learning and success.

Positive interdependence results in promotive interaction. Promotive interaction may be defined as individuals encouraging and facilitating each other's

efforts to achieve, complete tasks, and produce in order to reach the group's goals. Although positive interdependence in and of itself may have some effect on outcomes, it is the face-to-face promotive interaction among individuals fostered by the positive inter-relationships, and psychological adjustment and social competence. Promotive interaction is characterized by individuals providing each other with efficient and effective help and assistance; exchanging needed resources, such as information and materials, and processing information more efficiently and effectively; providing each other with feedback in order to improve their subsequent performance; challenging each other's conclusions and reasoning in order to promote higher quality decision making and greater insight into the problems being considered; advocating the exertion of effort to achieve mutual goals; influencing each other's efforts to achieve the group's goals; acting in trusting and trustworthy ways; being motivated to strive for mutual benefit; and maintaining a moderate level of arousal characterized by low anxiety and stress.

The third is individual and group accountability. The purpose of cooperative learning group is to make each other member a stronger individual. Individual accountability exists when the performance of each individual student is assessed and the results are given back to the groups. It also involves both group and individual performance. One of the examinations is by assigning each student in a group to have certain responsibility in finishing the project. Another examination is by calling on a student at random to share with the whole class with group members or with another group.

The purpose of cooperative learning groups is to make each member a stronger individual in his or her own right. Individual accountability is the key to ensuring that all group members are, in fact, strengthened by learning cooperatively. After participating in a cooperative lesson, group members should be better prepared to complete similar tasks by themselves. To ensure that each student is individually accountable to do his or her fair share of the group's work, teachers need to assess how much effort each member is contributing to the group's work, provide feedback to groups and individual students, help groups avoid redundant efforts by members, and ensure that every member is responsible for the final outcome. Common ways to structure individual accountability include; keeping the size of the group small. The smaller the size of the group, the greater the individual accountability may be, giving an individual test to each student. randomly examining students orally by calling on one student to present his or her group's work to the teacher (in the presence of the group) or to the entire class, observing each group and recording the frequency with which each member contributes to the group's work, assigning one student in each group the role of checker. The checker asks other group members to explain the reasoning and rationale underlying group answers, having students teach what they learned to someone else. When all students do this, it is called simultaneous explaining.

There is a pattern to classroom learning. First, students learn knowledge, skills, strategies, or procedures in a cooperative group. Second, students apply the knowledge or perform the skill, strategy, or procedure alone to demonstrate their

personal mastery of the material. Students learn it together and then perform it alone.

The fourth is *social skill*. Students must be taught the social skills and motivated to use social skills which are needed for teamwork decision-making, trust-building, communication and conflict management skill. The social skills determine the way students interact with each other as teammate and structuring and structure. Structuring and structure refer to the ways of organizing students' interaction during the learning activity. Those key elements should be well organized in order to create effective group learning in cooperative process. In this case, the teacher plays important roles in designing learning activities which cover all of those elements of cooperative learning in the classroom.

The fifth is *group processing*. There are some factors involved in setting up group include deciding the size of the group and assigning students to group. The tasks, the age of the learner, and the time limits for lesson are some factors which should be considered in deciding the size of the group. While assigning students to group, it can be selected by teacher, randomly selected, or student-selected. Some of the keys to successful processing are allowing sufficient time for it to take place, emphasizing positive feedback, maintaining students' involvement in processing etc. In order to be cooperative, group members must promote each other's learning and success face-to-face, hold each other personally and individually accountable to do a fair share of the work, use the interpersonal and small group skills needed for cooperative efforts to be successful and process as a group how effectively members are works together.

Effective group work is influenced by whether or not groups reflect on (i.e., process) how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goals.²⁵ Group processing may be defined as reflecting on a group session to: 1) describe what member actions were helpful and unhelpful, and 2) make decisions about what actions to continue or change. The purpose of group processing is to clarify and improve the effectiveness of the members in contributing to the collaborative efforts to achieve the group's goals. While the teacher systematically observes the cooperative learning groups, he or she attains a "window" into what students do and do not understand as they explain to each other how to complete the assignment. Listening in on the students' explanations provides valuable information about how well the students understand the instructions, the major concepts and strategies being learned, and the basic elements of cooperative learning. There are two levels of processing -- small group and whole class. In order to ensure that small-group processing takes place, teachers allocate some time at the end of each class session for each cooperative group to process how effectively members worked together.

Groups need to describe what member actions were helpful and not helpful in completing the group's work and make decisions about what behaviors to continue or change. Such processing: 1) enables learning groups to focus on maintaining good working relationships among members, 2) facilitates the learning of cooperative skills, 3) ensures that members receive feedback on their

²⁵ Yash Pal Singh and AnjuAgrawal,*op. cit.*, p. 7.

participation, 4) ensures that students think on the metacognitive as well as the cognitive level, and 5) provides the means to celebrate the success of the group and reinforce the positive behaviors of groupmembers. Some of the keys to successful small-group processing are allowing sufficient time for it to take place, providing a structure for processing (e.g., "List three things your group is doing well today and one thing you could improve."), emphasizing positive feedback, making the processing specific rather than general, maintaining student involvement in processing, reminding students to use their cooperative skills while they process, and communicating clear expectations as to the purpose of processing. In addition to small-group processing, the teacher should periodically engage in whole-class processing. When cooperative learning groups are used, the teacher observes the groups, analyzes the problems they have working together, and gives feedback to each group on how well they are working together. The teacher systematically moves from group to group and observes them at work. A formal observation sheet may be used to gather specific data on each group. At the end of the class period the teacher can then conduct a whole-class processing session by sharing with the class the results of his or her observations. If each group has a peer observer, the results of their observations may be added together to get overall class data.

The sixth is *Group Heterogeneity*. The size of cooperative-learning groups is relatively small and as heterogeneous as circumstances allow. The recommended size is usually four to five students. At the very least, groups should

contain both males and females and students of different ability levels. If possible, different ethnic backgrounds and social classes should be represented as well.

4. The Principles of Cooperative Learning

Many principles have been proposed for cooperative learning by different experts.

Heterogeneous grouping

This principles means that the group which students do cooperative learning tasks are mixed on one or more of a number of variables including sex, ethnicity, social class, religion, personality, age, language proficiency, and diligence.²⁶

Collaborative skills

Collaborative skills, such as giving reasons, are those needed to work with other. Students may lack these skills, the language involved in using the skills, or the inclination to apply the skills.²⁷

Group autonomy

This principle encourages students to look to themselves for resources rather than relying solely on the teacher. When student group are having difficulty, it is very tempting for teachers to intervene either in a particular group or with the entire class.²⁸

Simultaneous interaction

²⁶ AdityaPratama, *op. cit.*, p. 25.

²⁷ *Ibid.*

²⁸ *Ibid.*

In classroom in which group activities are not used, the normal interaction pattern is that of sequential interaction, in which one person at a time, usually the teacher speaks. In contrast, when group activities are used, one student per group is speaking. In a class of 40 divided into groups of four, ten students are speaking simultaneously, i.e., 40 students divided into four students per group = 10 students (one per group) speaking at the same time.²⁹

Equal participation

A frequent problem in groups is that one or two group member dominates the group and for whatever reason, this impedes the participation of other. Cooperative learning offers many ways of promoting more equal participation among group members.³⁰

Individual accountability

In classroom, the team success depends on the individual learning of all team members. Accountability focuses the activity of the team members on helping one another learn and making sure that everyone in the team is ready for a quiz or any other assessment that students take without teammate help.

Positive independence

When positive independence exists among members of a group, they feel that what helps one member of the group helps the other members and that what hurts one member of the group hurts the other member. It is this “all for one, one

²⁹ *Ibid.*,p. 26.

³⁰ *Ibid.*

for all” feeling that leads group members to want to help one another, to see that they share a common goal.³¹

Cooperative as value

The principle means that rather than cooperation being only a way to learn, i.e., the *how* of learning, cooperation also becomes part of the content to be learned, i.e., the *what* of learning. Cooperation as a value involves taking the feeling of “All for one, one for all”.³²

Rewards

It is very importance to enhance students’ performance. Language experts and researches do not only explore the principles of cooperative learning, but also find the advantages of it. A good deal of research has revealed a number of advantages in cooperative learning such as increasing the students reading comprehension, more varied talk, more relaxed atmosphere greater motivation, more negotiation of meaning, and increasing amount of comprehensible input.³³

5. Cooperative Learning Models

The learning process with cooperative learning models, teachers and experiencing several obstacles, for example from widespread material, students tend to dominate in discussions and facilities not adequate. To overcome these obstacles it is necessary to design a model that supports and facilitates the learning process with cooperative learning.

³¹*Ibid.*,p. 27

³²*Ibid.*

³³*Ibid.*

There are several types of models in cooperative learning. These four methods incorporate the fundamental features of cooperative learning, but do not exhaust the existing repertoire of cooperative approaches to classroom instruction.³⁴

Firstly is *learning together*. The Learning Together method also fosters interdependence among students, but focuses more specifically on a group product and the group process. Learning Together, which was proposed by David and Roger Johnson 1987, can be conceived as consisting of several components rather than of stages or steps. According to this method, small groups of students are to be provided with a single task that may appear on a work sheet, and all members of the group must participate in completing the task. A group is asked to produce a single product. Each student in a given group studies all of the material associated with the group's task. Moreover, each student must agree with the formulation of the group's product, and each group receives one grade or reward for its product.

Secondly is *Student Team-Achievement Divisions*. The primary theoretical notion underlying the design of the procedures of STAD is the importance of student motivation to succeed. In order to maximize student motivation, the STAD method emphasizes team rewards, individual accountability, and adequate, equal opportunity for success. In this types the students are in a small group and use worksheets to master a lesson material. They help each other through tutorials, quizzes or group discussions

³⁴ Ling Xuan, *op. cit.*, p. 16.

Thirdly is *Jigsaw*. Jigsaw method suggests an innovative instructional approach that involves students actively in the initial stages of the learning process. Jigsaw was devised by Elliot Aronson and colleagues. In this model student is divided into small groups whose learning material is shared by each group member and they learn the material that will be their expertise.

Fourth is *Group Investigation*. Group Investigation calls for the pursuit of knowledge by the students through research into a defined topic, often to solve a problem, rather than the mastery of material as an educational goal unto itself. Group Investigation is described by ShlomoSharan and Yael Sharan in English (1976, 1992, 1999).

From several types of learning models that have been explained, we can draw a red thread that cooperative learning process is easier delivered by the teacher to students when divided into several techniques as described. The teacher has a variety of models that will be used in the learning process. Although cooperative learning is divided into several techniques, but basically the whole of the technique emphasizes the learning process of group work.

6. Steps of Cooperative Learning

Learning process in accordance with the principles of cooperative learning, a step is needed to realize effective learning outcomes.³⁵

The first, the teacher designs a learning program. The second, the teacher designed an observation sheet that will be used to observe the activities of students in learning together in small groups in learning. The third, the teacher

³⁵KamisAlMashjari, *op.cit.*, p. 24

directs and guides students, both individually and in groups, both in understanding the material and about the attitudes and behavior of students during the learning activities taking place in making observations. The four, the teacher provides opportunities for students from each group to present their work. From the four steps that have been explained, it can be concluded to realize the cooperative learning process to the maximum, the teacher's role is crucial, especially in setting a target. Arrange steps in a learning system delivered by the teacher. After that the teacher observes the work of the students. Then conduct guidance and guidance both individually and in groups. To see the results of the students' performance, the teacher provides an opportunity for students to convey the results of group discussions that they have done. These steps must be carried out properly, in order to achieve effective and satisfying learning motivation as expected.

Six areas to help design and develop successful cooperative learning teams,³⁶

Climate Setting: It important to set an overall tone when using cooperative learning teams and activities in the classroom. Many students enjoy working together on a project or activity while others are not comfortable with or have not worked in teams. Still, other students may “hitchhike” and let other students do all the work. Here are some ways to encourage student buy-in and cooperation in CL teams. a) Illustrate how CL helps build communication, leadership and trust-building skills. Introduce cooperative learning at the beginning of the semester with a structured team activity which involves all students. This will help set the

³⁶Ender Asyali, “Cooperative Learning and Teamwork Effectiveness in Maritime Education”, ResearchGate, 2015, p. 4

tone for the rest of the semester. b) Provide an opportunity for students to participate in a “practice” CL team at the beginning of the semester so they know what to expect. For example, place students in teams and have them discuss the reasons why they have enrolled in the class; what they might have heard about the way you teach; the course syllabus and expected outcomes, all of which could be discussed as an entire class after the team time is over. C) Communicate clearly how students will be graded and that although much of the work will be accomplished face-to-face and rely on interdependency, some work can be completed individually. Explain that the final project grade will be based on the overall performance of everyone in the team.

Team Formation Carefully; planned cooperative learning teams can maximize the performance of each team member. The following are some ideas to help you organize students into well-structured teams. a) Organize the teams rather than allow students to self-select their team members. Plan the heterogeneous team to be made up of students who have different skills sets and capabilities. For example, if the team will be required to use specific software, have at least one person in the team who is comfortable using that software. Also arrange the team to include students from different academic majors to provide their unique point of view. Teams can also be organized on the basis of ethnicity, gender or life experiences. b) Arrange teams to be no larger than four to five students. Equal numbers can be useful to pair students within a team to increase participation. c) Keep teams together for most of the semester to help students get

comfortable with one another and build a sense of community. d) Use tent cards to help you and the students learn everyone's names.

Team building; Team dynamics should be welcoming, organized and cohesive. Because CL teams can span several weeks or an entire semester, a number of points should be followed to help create and sustain all members of the team. a) Allow students time to get acquainted and build camaraderie. For example, have them decide upon a name for the team, discuss their abilities for specific team roles, or develop a timeline for activities that will take place during their time together. b) Provide realistic and attainable ways for each team member to feel they have the ability to succeed. For example, help place students in team roles in which they are comfortable (assign a strong writer to build the outline or let the less experienced student assume the role of timekeeper). Roles can then be changed as the project progresses to give everyone equal time and experience. c) Suggest that the teams develop their own rules of the road or guidelines to help them proceed smoothly through the project. Each team member should be given a copy of this protocol or make it available electronically for quick access—a team wiki would be good tool for this.

Cooperative Skills Development; a) Give the team a set of well-defined and explicit instructions or guidelines before they begin each team activity so all team members know what is expected of them, their roles, and how they should work within the team. b) Provide ways students will build social skills and behaviors before the team is formed. Social skills include communication (how will the students communicate with one another face-to-face, online, in a blended

format?), leadership (who will be the initial leader and will each member assume the leadership role?), and trust building (in what ways will members build trust within the team and assume an active, caring, and meaningful camaraderie?).

Lesson Design; four essential principles (PIES) when designing cooperative learning lessons: Positive interdependence, Individual accountability, Equal participation, and Simultaneous interaction. With these principles in mind, design cooperative learning lessons and activities to also include a specific outcome or task related to course goals and learning objectives. a) Plan well-structured learning objectives for the CL activity and ensure students will be able to complete the allotted time. b) Structure learning tasks where students must rely on each other's skills and abilities to succeed. Stress that students are accountable for themselves and the team.

Classroom Management; As with all team work, cooperative learning teams require careful monitoring to ensure students are on track, each team member is contributing, and the team members are getting along. a) Provide enough time for the students to function as a team where they learn to rely on, cooperate with, and learn from one another. Without adequate time students may become frustrated and not function well as a team. b) Provide clear, written instructions for the overall goal and criteria for each learning objective and activity. Visually-enhanced instructions can help students understand instructions (charts, graphs, diagrams). c) Monitor team work through frequent feedback such as self- and peer-evaluations and team progress reports. Other teams like to hear what their peers are doing so an all-class discussion can provide valuable

feedback as well. d) Reward high-achieving teams. Doing this in public encourages further success of that team and other teams to do as well.

7. Advantages and disadvantages of Cooperative Learning

There are several advantages seen from various aspects of students including;³⁷ 1)learners learn from one another, learn the material covered at a deeper level and feel better about themselves and their interactions with their peers, 2)cooperative learning can be used successfully with a variety of other teaching strategies, 3)learners learn some social skills such as problem solving, criticizing ideas and not people, paraphrasing, asking questions, giving direction to the group's work, and building on each other's information, 4)helping learners learn to cooperate in their groups gives them valuable life-long learning skills, 5)instructors will eventually be able to cover more material at a deeper level with learners who will also enjoy the learning process.

From the description of the superiority of cooperative learning, it is said that cooperative learning models can support a view, learning experience in working together in a group. In addition, the process of developing students' knowledge, abilities and skills in critical thinking will continue to be honed to realize dependency positively.

Besides that, there are several the disadvantages of cooperative learning;³⁸ the first, time consuming to organize a group work. The second, the teacher has

³⁷ Fazee Khalid AleziAlmuslimi, "The *Effect* of Cooperative Learning Strategy on English Reading Skill and Their Attitudes towards the Strategy", *IMPACT: International Journal of Research in Humanities, Arts and Literature (IMPACT: IJRHAL)*, Vol. 4 (2), 2016, p. 46.

³⁸ Chamisa, "An Analysis On The Advantages Of Cooperative Learning Approach In Teaching Writing", *Englisia*, Vol. 1 (1), 2013, p. 140.

less control over what students are doing in group work than in a normal class. The third, group work in a large class will be noisy. The fourth, not all students enjoy it since they would prefer to be focused on the teachers' attention rather than working in their group. The fifth, during the group activity, the teacher cannot control the language used by the students. The sixth, the actual choice of pair group or group work can be problematic, especially if students frequently find themselves working with someone they are not keen on.

The discussion about the advantages of cooperative learning that has been delivered, in practice, experiences several obstacles that may hamper the teaching and learning process in the classroom. These constraints are influenced by several factors, for example the quality of the teacher, the facilities and the students themselves. In detail explained the success of cooperative learning also seems to be influenced by the characteristics of successful teachers or effective teachers.

Successful teachers must have a sense of love by learning and fully mastering the field of study that is a burden on their duties. Another opinion is that effective teachers are individuals who can motivate their students to work not only to achieve more achievements, but also to become members of a loving community.

B. Students' Response

1. Response

Response is an act or feeling produced in answer to a stimulus. Response is an act or action of responding (as by an answer), a responsive or corresponding act or feeling, or a responding act to a motivating force or situation. The

psychological response as the action of nerve cells or the action of single muscle movements that go into some complicated bit of behavior like walking, closing the door, operating a crane or saying the word psychology.³⁹ More commonly, the psychologists use the term response to label the function or to end result that can be described as behavior. Therefore, a response is the act of responding and a reply or an answer. The term of responses here is deal with any behavior of students during the English teaching and learning process.

Students' response is an interactive communication that allows formative assessment by enabling the teacher to pose questions and receive students' answer immediately. Teaching and learning are process for involving students in enhancing soft skill and hard skill. In the teaching and learning there is material which is tough as part of the objectives that will be aimed. The teacher needs students' participation to make the teaching and learning success.⁴⁰ Not only material but also the activities which support the learning process in a classroom. Response means a deep attention of main ideas and reply to more difficult comprehensive. Enhancing the students' response is important to all subject matter in school including teaching English. It concerns on the students response to the teaching and learning process.

Students' responses are primarily to support the successful learning and increasing the students' achievement, positive behaviors, and a sense of belonging in all students. Over time, the teacher need good strategies to develop and

³⁹ Laura Gabriela Yamauchi, "Effects of Multimedia instructional material on students' learning and their perceptions of the instruction", theses and Disertations Iowa State University, (Ames, Iowa, 2008), p. 6.

⁴⁰ *Ibid.*, p. 9.

implemented the good managing classroom behaviors. Moreover, recently the construct of student response is quite ubiquitously incorporated into district plans with the hopeful intention of enhancing all students' abilities to *learn* or to become lifelong learners in memorizing knowledge. There are several types / categories of response. They are academic, cognitive, intellectual, institutional, emotional, behavioral, social, and psychological. In this case, the area of students' response in teaching and learning may focus on the emotional and behavioral cases which influence the students' activity in the classroom.

Moreover, it also invites the students to show up the performance ability. The factors hugely impact is how students pay out in classroom, the kinds of question that teacher pose, and type of classroom that teacher use.⁴¹ The key strategies based on research and experience on how to make sure students engaged the learning. The strategies that may be used; go beyond quizzes, get the students' talk, use questions that challenge student thinking, mix up your questions, the technology is not the pedagogy, keep the mystery and start small. There are three components of attitudes that is called tripartite model.⁴² The first component is cognitive. This component can be identified by the representation of what does someone beliefs or thought toward something.⁴³ The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs. The second component is affective which is defined as emotional feeling toward something. Generally, emotional reaction is

⁴¹ *Ibid.*

⁴² RismaRahmawati, "Students Responses toward the Implementation of Theme-Based Teaching in EYL Class", *Journal of English and Education*, Vol. 2 (1), 2014, p. 79.

⁴³ *Ibid.*

affected by belief or what someone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbal statements of affective.

The last component is cognitive (behavior). It refers to someone tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from cognitive component are overt action and verbal statements concerning behavior.

2. Types of Response

Response of students in classroom consists of two kinds of responses they are desired and undesired responses. Those responses are seen from the point of view of the teacher as the center or stick holder of the teaching and learning process.⁴⁴ Responses typically divided in verbal and nonverbal responses. Furthermore, response is not only desirable, it is essential as an indication that learning has taken place, that behavior has been modified.⁴⁵ If students do not respond, do not indicate by performance that they have learned, we have no way of knowing whether learning has taken place. So, we need to evoke students' responses since responses are essential in teaching and learning process.

⁴⁴ Laura Gabriela Yamauchi, *op.cit.*, p. 12

⁴⁵ *Ibid.*