COOPERATIVE LEARNING MODEL IN TEACHING FOREIGN LANGUAGES

Rusydi M. Yusuf[1], Syarif Hidayat[2]
[12]Jurusan Bahasa dan Kebudayaan Inggris, Fakultas Bahasa dan Budaya, Universitas Darma Persada Jakarta

Article Info	Abstrak
	Cooperative learning method defined as the instructional use of small groups, so the students work together to maximize their own and the other's learning. Cooperative learning was based on the social interdependence on individual interaction within a given situation which, in turn, affects the outcome of that interaction. In cooperative learning, the development of interpersonal skills was as important as the learning itself. Cooperative learning was not assigning a report to a group of students where one student did all the work and the others put their names on the product as well. Cooperative learning involves much more than being physically near other students, discussing material, helping, or sharing material with other students. The aim of This research is to explore how the cooperative learning method be implemented in daily teaching language activities, what is cooperative learning method, what are the strengths and the weaknesses using cooperative learning method in teaching language. So it could be concluded that the application of this model in teaching language can increase student activity, so that student learning outcomes will be better because students who always complete all teaching and learning activities so that they can master the material being studied.

Corresponding Author:
Syarif Hidayat
Jurusan Bahasa dan Kebudayaan Inggris, Fakultas Bahasa dan Budaya, Universitas Darma Persada Jakarta
Email : kizoku9@gmail.com

1. BACKGROUND

On the present decade there have been many moral decadences happened in our society, this is due to the slump of the sense of humanism in almost everyone. as Njoku decibes (Njoku, 2016) tha it is amazing to find out that the youths of these days are morally bankrupt. Our society has witnessed a tremendous deterioration in its moral, social and educational values, especially among the youth. We are easily provoked by emotions and end up committing acts of violence or anarchism both personally and in groups. There are many news in the mass media or shows through television, so many and often violent events occur in our society involving various age groups, whether old, adults, adolescents, even children who should still be sitting and studying in elementary school are involved in this violence. (Cahyo, 2017).

Not only do we like to commit acts of violence, but in other respects we also like to be ignorant towards others. That bad attitude has now become a habit and even ingrained in our daily life (Cahyo, 2017), we always feel the most right and always seek justification in all the actions we take even if they are wrong, we are no longer able to think clearly and are not able to also accept and synergize the differences between us.

One of the reasons for inability to accept these differences is the lack of application of our educational model in the past decade which has not provided space for students to be able to respect each other, or in other words, some of education systems pay attention only to a cognitive and a psychomotor development and ignores to an affective development. (Wei, 2019) The concept of education that is applied in almost of all educational institutions, both formal and non-formal, both

state-organized and private, only prioritizes to a cognitive and a psychomotor aspects (Supartini, 2020) where the educational process is more about competition in the field of science, honing intellectual skills, and the students are encouraged only to defeat each other, (Patimah, 2021) which is ingrained in their heads how *I* can be the champion to be the number one no matter what. They always compete every day to obtain high scores. Although this model has a positive impact but no less also causes a considerable negative impact, this competition learning model sometimes creates an atmosphere of hostility among learners, so they knock each other down and tend to *justify* various ways in order to obtain the number one title.

Based on the description above, it is necessary to have a learning model that is able to synergize cognitive, psychomotor and affective abilities among students, it is necessary to have a learning model that prioritizes aspects of togetherness. Therefore, education experts tried to make a breakthrough by coming up with the latest learning model known as *the cooperative learning model*. (Davidson, 2014) This learning model uses the philosophy of homo homini socius, which states that human beings are social beings where cooperation is a necessity of life, without cooperation there is no such thing as an individual, family, society, without cooperation, this life will become extinct

The cooperative learning model was originally introduced and developed by James Briton in the 1970s and Douglas Barnes in 1976. (Davidson, 2014) The cooperative learning model is a learning activity that involves the cooperation of students in a team in order to achieve the learning objectives that have been set together in the Curriculum, Syllabus, and Learning Unit. The Cooperative learning model is based on an interactional theory that views learning as a process of building meaning through social interaction. (Jarvel, 2010). The process of learning by using a cooperative learning model according to Smith and Gregor (Smith, 1992), (Sewang, 2020) the learners usually work in groups of two or more students, helping each other in exploring an understanding, solving a problem, or making a product.

Cooperative learning activities are very diverse, but in general are centered on the application of learning materials by students, not only relying on the delivery of material carried out by teachers, in other terms known as student center learning. In the cooperative learning model, students are more active than the teacher, all class activities are carried out simultaneously, be it listening, discussing, and taking notes on what is being taught. (Tanjung, 2018). The cooperative learning model is more social, because in the learning process it produces an intellectual synergy from many thoughts in solving a problem discussed in class. Exploration, feedback, and providing assessments for each problem will result in a better understanding, so that the material can be absorbed and well understood by students. Learning process by using a cooperative learning model can minimize the differences between learners, (Dr. Fatma, 2011) because each student is given the same opportunity to express their opinions about the teaching material that is being discussed together.

According to Jose M. Camara (José M, 2019), and Yash Pal Singh and Anju Agrawal (Yash Pal, 2011) the cooperative learning model has the following characteristics:
1. Involve students in the discourse of ideas and information.
2. Encourage students to explore their ideas.
3. Reorganize the curriculum tailored to the demands of stake holders.
4. Provide enough time to do the learning process together.
5. In every teaching and learning process always starts from a problem and try to solve it together.
   To be able to implement this model, it is necessary to do several steps, including:
1. The students try to set learning goals together.
2. The students are always discussing, reading, and writing.
3. Always synergize with each other in everything within the groups.
4. The resolution of the problem is carried out together, then each person makes their own report.
5. After discussion one of the groups member came forward to explain to the other students the results of their group discussion.

6. Each of them further elaborates on each report that has been written.
7. The respective reports are discussed again at the next meeting

2. RESEARCH APPROACH AND METHOD

This research uses qualitative approach. According to Creswell (Creswell, 2013) qualitative research begins with assumptions and the use of interpretive frameworks that inform the study of research problems addressing the meaning individuals or groups ascribe to a social or human problem.

Taylor & Bodgan (Steven J. Taylor, 2015) stated that in qualitative research, data collection and analysis go hand in hand. Throughout participant observation, in-depth interviewing, and other qualitative research, researchers are constantly theorizing and trying to make sense of their data. They keep track of emerging themes, read through their field notes or transcripts, and develop concepts and propositions to begin to interpret their data. As their studies progress, they begin to focus their research interests, ask directive questions, check out informants' stories, and follow up on leads and hunches

Meanwhile, the method used in this research is a library research method that is used as a basis for developing knowledge in research. This research is faced directly with the data or text presented, not with field data or through eyewitnesses in the form of events, researchers only deal directly with sources that are already in the library or ready-to-use data, as well as secondary data used (Fatha, 2020). On the other hand that the library research process is carried out by reviewing literature and analyzing relevant topics combined. Library research can utilize sources in the form of journals, books, dictionaries, documents, magazines and other sources without conducting field research.

In addition, khatibah as quoted by Kumala Sari (Sari, 2021) stated that library research as an activity carried out systematically to collect, process, and infer data using certain methods / techniques to find answers to problems faced through literature research. Meanwhile, the library research is a scientific systematic way of bibliography research, which includes the collection of bibliographic materials, which are related to research objectives; collection techniques by the literature method; and organizing and presenting data. In the library research, library search is more than just serving functions as a first step to prepare a research framework to obtain similar research information; deepening theoretical studies; or sharpen the methodology. Library research as well as utilizing library sources to obtain research data. Strictly speaking, library research limits its activities only to library collection materials without the need for field research. (Citrayantie, 2020)

The data sources in this study are primary data sources and secondary data sources. Primary data sources are sources of materials or documents that are put forward or described by the person or party present at the time of the described incident, so that they can be used as witnesses. If in the paper the author inserts a little or a large part about the results of the research he did himself, then the portion or part that tells the experience and results of the research is still referred to as a primary source (Hardani, et al, 2020). .Meanwhile, that secondary data sources, the data obtained by researchers from the second hand and not original data from the first hand in the field .The data collection method used in this study is a literature review. Where the data is collected, analyzed and inferred so as to get answers from the formulation of the problem that has been determined by the researcher. These data are analyzed and discussed in order to get conclusions.

3. DISCUSSION

The emergence of a learning model in the teaching and learning process is not a mere coincidence, but based on research and experience developed by experts, but not to mention that a model can be perfectly applied a new model appears with various advantages and privileges.

In the next development, in the year 1980s, a new model in the teaching and learning process was born, namely *the cooperative learning model*. The cooperative learning model according to Slavin (Slavin, 1980) began to be developed in the 1970s and Douglas Barnes in 1976. This model was applied initially in UK, Australia, Canada and America.

The Cooperative learning model emphasizes more on the construction of meaning by students from social processes that rest on the learning process. The idea of a cooperative learning model starts from a philosophical perspective on the concept of learning, where in the learning process a person needs a friend or partner, learning friends can be obtained both inside and outside the classroom. According to John Dewey in his book Democracy and Education which was confirmed by David T. Hansen (David T, 2006) that, the classroom should be a reflection of people's lives and serve as a laboratory for learning about real life.

a)   **Understanding the Cooperative Learning**

The cooperative learning model is a development of constructivist understanding, where in the teaching and learning process, the students are divided into small groups (Yash Pal, 2011) with different levels of ability, therefore in completing a task given to the group they must cooperate with each other and help each other in understanding the assigned material.

In the cooperative learning model, the learning process is not finished yet if one of the group members has not understood the material assigned to them. Yash Pal, (Yash Pal, 2011) define that the cooperative learning model is an activity that takes place in a learning environment of students in small groups that share ideas with each other who work together to solve a problem. Meanwhile, according to Slavin (Slavin, 1980) that the cooperative learning model is a learning where in learning students learn together, contribute to each other's thoughts in order to achieve learning goals both individually and in groups

Cooperative learning model, emphasizing more on the process of cooperation in a group consisting of small group of students (Davidson, 2014) consusts between 4-6 students (Wiwin, 2019) to learn one particular subject completely, students are encouraged to cooperate with each other optimally according to the needs of their group, the purpose of cooperation is so that each student must help each other and the other, students who have more knowledge must help their friends who are still left behind, because the assessment given is not based on individual results but group results. In learning by using the cooperative learning model, individual success is group success and vice versa individual failure is group failure, therefore each group member has full responsibility for his group.

The cooperative learning model is a learning model that places students as a center of learning with a democratic atmosphere, students teach each other, so this learning model will provide more opportunities and opportunities for each student to further empower their respective potentials to the fullest, the cooperative learning model will help students in understanding various concepts that are difficult for them to digest, in addition this model will also help develop social skills, and changes in norms related to their learning outcomes.

b)   **The objective of Cooperative Learning**

The purpose of learning the cooperative model according to Davidson and Howard (Davidson, 2014)is in order to achieve better learning outcomes, the cooperative learning model aims to improve student performance in academic tasks and help students to understand difficult concepts. In addition, this model aims to understand the character of each individual who is different both in terms of race, culture, social level, ability, and also gives opportunities to students of different backgrounds and conditions to be able to work and depend on each other for the tasks given by the teacher, so that each other will respect each other's differences.

The cooperative learning model can also improve student assessment in terms of academics and social norms, student performance in academics will improve, providing opportunities to

students of different backgrounds, cultures, the ability to understand each other and respect each other

The cooperative learning model also aims to create a strong bond between students, by applying the cooperative learning model, it is hoped that it will build social and emotional intelligence so that in the end students can interact with the environment according to the abilities of each student. However, according to Hamruni, (Hamruni, 2012) this goal will only be achieved if it meets the following:

a. Positive independence

The success of this positive independence is when each member of the group feels equal to one another. With the understanding that the success of one group member depends on the success of the other members, so no one feels successful alone. Whatever one member of the group does is not for himself but for the benefit of all members of the group. Positive independence is at the core of cooperative model learning.

b. Increased interactions

When a teacher emphasizes that each student should have positive independence, the teacher should also give group members the opportunity to get to know each other, help each other, support each other, and give each other encouragement and praise for the efforts they have made. Cognitive activity and group dynamics arise at a time when students are involved to learn to know one and the other, including in them how they explain problems, discuss concepts that will be applied both to the teacher and to friends in the group

c. Individual accountability

The purpose of cooperative learning in a group is for each member to be strong in his knowledge. By studying together they strive to do the best in their opinion. To ensure that each student feels stronger, each student must make an individual accountability for the task for which he is responsible. Individual accountability will go well if the results of each individual's work are assessed and notified to each individual and group

d. Participating and communicating

Cooperative learning model trains students to be able to actively participate and communicate. This ability is very important as their behavior when entering the community in a real way, for this reason, before doing cooperatively, they need to be equipped with the ability to communicate. Among the communication skills taught to them for example, is how to express opinions to others politely without hurting other people feelings, etc.

c) Types of Cooperative Learning

There are several types of cooperative model learning as suggested by Slavin, Lazarowitz, or Sharon quoted by Daryanto and Muljo as follows: (Daryanto, 2012)

    a. Jigsaw Type

Jigsaw-type cooperative learning according to Aina Mulyana, is one type of learning that encourages students to be active, helping each other in understanding the subject matter in order to achieve maximum achievement.

In jigsaw type learning is carried out through the use of small groups, students will maximize learning conditions to achieve common goals, students learn and work together to arrive at the maximum learning experience, both individual experiences and group experiences.

    b. NHT type (*Number Head Together*)

The Number Head Together type is a type developed to involve many students in obtaining material covered in a lesson and checking understanding of the content of the subject matter. This type of NHT is also a learning model that prioritizes student activities in finding, processing, and reporting information that is unearthed from various sources and then presented in front of the class.

There are three objectives in this type of NHT learning, namely
1. Strutural academic learning outcomes aimed at improving student performance in academic tasks.
2. Recognition of diversity aims to enable students to accept their peers who have different backgrounds.
3. Development of social skills aimed at developing students' social skills such as questioning skills, respecting the opinions of others, wanting to explain their ideas, being willing to work in groups and so on.

c. Student Teams Achievement Divisions (STAD)

This STAD-type cooperative learning model refers to the group learning of learners. In one class learners are divided into groups with a total of 4 to 5 participants and each group must be hiterogenous. The number of participants in the group should be limited in order for each group to become more active in the group's activities.

d. The Strengths and the weaknesses of Cooperative Learning

According to Hamruni, (Hamruni, 2012) there are several strenghts and weaknesses of the cooperative learning model.

a. strengths

By applying the cooperative learning model, it can stimulate students to make the psychological elements of students to be more active, this is due to the existence of togetherness in the group so that they always hold communication with their own language. When having discussions with friends, the memory function will become more active, more enthusiastic in expressing opinions. According to Hamruni, there are several advantages of the cooperative learning model, including:

a) Students are less dependent on the teacher, they are more independent, and can learn from other students.
b) Can develop ideas on their own and compare with other students.
c) Can cultivate mutual respect for one another, be aware of all limitations, and be able to accept differences.
d) Students are more responsible in the learning process.
e) Can improve academic achievement and social abilities, be able to develop a sense of self-esteem, be able to manage time, and have a positive attitude towards others.
f) Can increase learning motivation.

b. Weaknesses

In addition to the advantages mentioned above, there are also weaknesses or limitations, the shortcomings or slowness of the cooperative learning model are the contribution of low-achieving students to be less, while students who perform high will feel saturated and disappointed. Those who perform high feel disappointed that their time is only seized to help their weak friend.

On the other hand, this model requires a long time, because the goal is that each student must understand the concept, so that the achievement of the subject matter does not match the curriculum.

4. BIBLIOGRAPHY

Cahyo, E. D. (2017). PENDIDIKAN KARAKTER GUNA MENANGGULANGI DEKADENSI MORAL YANG TERJADI PADA SISWA SEKOLAH DASAR. *EduHumaniora: Jurnal Pendidikan Dasar, ix*(1), 16-26.

Citrayantie, T. D.-M. (2020). GREEN ACCOUNTING IN PAPER REVIEW. *Kurs : Jurnal Akuntansi, Kewirausahaan dan Bisnis, V*(1), 1-11. Retrieved from https://www.ejournal.pelitaindonesia.ac.id/ojs32/index.php/KURS/index

Creswell, J. (2013). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches.* Washinton DC: Sage Pulication inc.

Daryanto, M. R. (2012). *Model Pembelajaran Inovatif.* Yogyakarta: Gava Mdeia.

David T, H. (2006). *John Dewey and Our Educational Prospect A Critical Engagement with Dewey's Democracy and Education.* Albany: New York: STATE UNIVERSITY OF NEW YORK PRESS.

Davidson, N. a. (2014). Boundary Crossings: Cooperative Learning, Collaborative Learning, and Problem-Based Learning. *Journal on Excellence in College*, 7-55.

Dr. Fatma, B. F. (2011, October). THE EFFECTIVENESS OF COOPERATIVE LEARNING ON THE READING COMPREHENSION SKILLS IN TURKISH AS A FOREIGN LANGUAGE. *TOJET: The Turkish Online Journal of Educational Technology, X*(4). Retrieved from https://files.eric.ed.gov/fulltext/EJ946641.pdf

Fatha, R. P. (2020). PENELITIAN KEPUSTAKAAN (LIBRARY RESEARCH) MODUL PEMBELAJARAN BERBASIS AUGMENTED REALITY PADA PEMBELAJARAN SISWA. *Jurnal IT-EDU, V*(1), 317 -329. doi:10.21831/jpv.v5i3.10522

Hamruni. (2012). *Strategi pembelajaran.* Yogyakarta: Insan Madani.

Jarvel, S. a. (2010). Research on Motivation in Collaborative Learning: Moving Beyond the Cognitive–Situative Divide and Combining Individual and Social Processes. *EDUCATIONAL PSYCHOLOGIST, XLV*(1), 15-27. doi:DOI: 10.1080/00461520903433539

José M, C.-Z. &. (2019, January 17). Cooperative learning, student characteristics, and persistence: an experimental study in an engineering physics course. *European Journal of Engineering Education*, 1-14. doi:: 10.1080/03043797.2019.1569593

Njoku, N. C. (2016). Teachers' Perception on the Dimensions of Moral Decadence among Secondary School Students in Ebonyi State, Nigeria. *Journal of Education and Practice, VII*(26), 187-191.

Patimah, L. a. (2021, October). Menanggulangi Dekadensi Moral Generasi Z Akibat Media Sosia Melalui Pendekatan Living Values Education (LVE). *PEMBELAJAR: Jurnal Ilmu Pendidikan, Keguruan, dan Pembelajaran, V*(2), 150-158. doi:: https://doi.org/10.26858/pembelajar.v5i2.18359

Sari, R. K. (2021, August). PENELITIAN KEPUSTAKAAN DALAM PENELITIAN PENGEMBANGAN PENDIDIKAN BAHASA INDONESIA. *JURNAL BORNEO HUMANIORA*, 60-69. Retrieved from http://jurnal.borneo.ac.id/index.php/borneo_humaniora

Sewang, A. a. (2020, September). Peningkatan Teacher Skills melalui Supervisi Klinis dengan Pendekatan Kooperatif Learning. *Indonesian Journal of Educational Science (IJES), III*(1), 49-68.

Slavin, R. E. (1980). Cooperative Learning. *REVIEW OF EDUCATIONAL RESEARCH, L*(2), 315-342 . doi:10.3102/00346543050002315

Smith, B. L. (1992). What Is Collaborative Learning.

Steven J. Taylor, R. B. (2015). *Introduction to Qualitative Research Methods: A Guidebook and Resource* (4st ed.). Wasinton DC: John Wiley & Sons Inc.

Supartini, T. a. (2020). Development of Learning Methods through Songs and Movements to Improve Children's Cognitive and Psychomotor Aspects. *European Journal of Educational Research, IX*(4), 1615 - 1633. doi:doi: 10.12973/eu-jer.9.4.1615

Tanjung, H. S. (2018, September). PERBEDAAN KEMAMPUAN BERPIKIR KRITIS DAN KEMAMPUAN BERPIKIR KREATIF MATEMATIKA SISWA DENGAN MENGGUNAKAN MODEL PEMBELAJARAN KONTEKSTUAL DAN PEMBELAJARAN KOOPERATIF LEARNING TIPE NUMBERED HEADS TOGETHER. *MAJU, V*(2), 119-129.

Wei, W.-H. W.-Y.-H.-W. (2019, May 24). Courses, Development and Evaluation of Affective Domain Using Student's Feedback in Entrepreneurial Massive Open Online. *Frontiers in Psychology*, 1-9. doi:https://doi.org/10.3389/fpsyg.2019.01109

Wiwin, Y. (2019, Mei). PENGARUH METODE KOOPERATIF LEARNING TIPE JIGSAW TERHADAP KEMANDIRIAN BELAJAR PESERTA DIDIK KELAS VI SDN TUNAS BAKTI SUBANG TAHUN PELAJARAN 2018 / 2019. *QUANTA, III*(2), 39-43. doi:DOI: 10.22460/q.v2i1p21-30.642

Yash Pal, S. a. (2011, March). INTRODUCTION TO CO-OPERATIVE LEARNING. *Indian Streams Research Journal, I*(2), 1-9. Retrieved from www.isrj.net