

COOPERATIVE LEARNING METHOD IN SENIOR HIGH SCHOOL ENGLISH CLASSES: STUDENTS' AND TEACHERS' PERCEPTIONS

Alfin Andya Ade Kriesna

Satya Wacana Christian University, Indonesia

correspondence: alfinkrisna0700@gmail.com

<https://doi.org/10.37147/eltr.v7i2.172>

received 16 April 2023; accepted 3 July 2023

Abstract

There are many methods in the English education world. One of them is a cooperative learning method. This paper aims to find the students' and teachers' perceptions of the cooperative learning method in Senior High School classes. This study used qualitative study. All data were analyzed qualitatively. The instruments used were questionnaires and semi-structured interviews. The participants were 45 students of one of the Senior High School English classes and 2 English teachers in Salatiga. Based on the findings, the cooperative learning method could potentially become an effective method for students. Based on the result, the students felt happy with this method. Moreover, this method could develop students' teamwork skills. In teachers' perceptions, they taught through group work in this method could enhance students' knowledge of the material. However, both students and teachers argued that this method could be less effective when there were uncooperative teammates in the group.

Keywords: cooperative learning method, students' perceptions, teachers' perceptions

Introduction

In Indonesia, English has become a part of the curriculum at school. Even though it has been taught at school from primary school until senior high school, however, English is only used at school and leaves the language at the school every time students return to their daily routine in the house or outside school (Rerung, 2017). This condition makes exposure to English needs to be developed. Thus, in the school context, an appropriate method or approach must be used in the classroom. There are two main types of language learning processes. They are student-centered and teacher-centered. Each of these types has its strength and weakness. For example, in teacher-centered learning, such as Grammar Translation Method, the teacher only explains in class. Thus, the time used in the classroom was simply listening and taking notes based on the teacher's explanation (Chang, 2011). When the students only listen to the teacher's explanation, it can be good that they will be more focused on mastering the material. However, this method can make students bored in the class, and the students will have little involvement in the learning process. Vice versa, in student-centered learning, such as cooperative



learning, the students will be facilitated to work together in a group to achieve a common goal. According to Macpherson (2015), the use of cooperative learning makes the students constantly discuss, debate, and clarify their understanding of the materials during the class. They are building their knowledge foundation. However, according to Gillies (2014), the critical success of a group can be seen in the participation of group members. Hence, it can be said that the cooperative learning method can potentially become an effective method in the class by engaging the students to contribute to the language learning process.

Literature Review

The definition of cooperative learning

Many methods, strategies, techniques, and approaches are used in the field of teaching English. Among them is cooperative learning. According to Johnson and Johnson (1991) cited in Johnson, Johnson, and Stanne (2000), cooperative learning happens when students work and collaborate to achieve shared learning goals. In cooperative learning, students must work together in small groups to learn academic content (Amedu & Gudi, 2017). Thus, cooperative learning can be considered student-centered learning, where the students become a central role in the learning process.

According to Johnson and Johnson (2009), the definition of cooperative learning is “the instructional use of small groups so that students work together to maximize their own and each other’s learning” (p. 36). Similarly, Johnson and Johnson (2001) stated that cooperative learning was a successful teaching approach where students from different backgrounds and levels of ability work together in small groups and use various learning activities to enhance their understanding of a subject. However, the role of teachers in cooperative learning is still important. The role of teachers changes from transmitters of knowledge to mediators of learning (Nasri & Biria, 2017). Besides mediators of learning, teachers can also be facilitators and coaches during students’ learning process. In this role, teachers must provide a safe and comfortable learning environment. According to Ning (2011), this environment can make the students participate positively in the cooperative learning activities assigned to their group.

The elements of cooperative learning

Cooperative learning is not easy putting the students into a group to learn together. However, several fundamental elements need to be considered to lead to effective cooperative learning. These elements are essential and should be included in the cooperative learning approach. According to Johnson and Johnson (1999), five basic elements differentiate cooperative learning from simply putting the students into a group. They are positive interdependence, individual accountability, face-to-face promotive interaction, social skills, and group processing.

The first essential element of cooperative learning is positive interdependence. According to Johnson and Johnson (1999), positive interdependence is a perception that students are linked to each other to achieve success in the learning process. When the students work in a group, each member should equally take part in the group work. In other words, every member of the group needs to contribute maximally to gain the group's success. Kagan (2013) also stated that positive interdependence occurs when the students put themselves on the

same side, so the students will have the same motivation or purpose to work together, boost each other, and help their partners understand how to learn how to solve problems.

The second element of cooperative learning is individual accountability. Individual accountability is almost the same as positive interdependence. While positive interdependence concentrates on the importance of group members' role in learning, individual accountability focuses on each student when he/she takes part in the learning (Jahanbakhsh, Zamani, & Garman, 2019). In addition, Johnson and Johnson (1999) stated that individual accountability happens when each student is evaluated and the results are shown to the group and the individual. Thus, it will let the group know each member's ability and who needs more support and assistance.

The third element of cooperative learning is face-to-face promotive interaction. Face-to-face promotive interaction related to actual collaboration in the group. According to Johnson and Johnson (1999), face-to-face promotive interaction requires the students to support each other's success by assisting, helping, and boosting each other's attempt to learn. The purpose of face-to-face promotive interaction is to facilitate the students to keep working together to accomplish their learning goals.

The fourth one is social skills. This element deals with social interaction, consisting of several essential factors such as leadership, trust building, communication, decision-making, etc. (Webb, 2008). These factors are essential for the students to clarify and enhance the effectiveness of each member's participation in accomplishing the group's goals (Dollman, 2007). Moreover, social skills are essential to make the students able to effectively communicate with peers from different backgrounds, cultures, and ethnic (Johnson & Johnson, 1999).

The last element is group processing. According to Johnson and Johnson (1999), group processing deals with group members' discussion about how the group accomplishes their group's goal and how the group manages an efficient working relationship. Johnson & Johnson added that the group needs to discuss and make decisions about things that will be useful for the group to achieve the group's goals successfully. Moreover, group processing boosts the students to maintain their group well consistently.

The advantages of cooperative learning

The cooperative learning method has become one of the most exciting studies in education, with many studies conducted by many scholars in different subject areas, groups, ages, levels, and cultures. According to Slavin (1985), cited in Li and Lam (2005), the cooperative learning method could improve students' high-order thinking skills, boost students' motivation, and develop interpersonal relations. To explain the potential advantages of cooperative learning deeper, this section will explain clearly the benefits of cooperative learning.

The first advantage of cooperative learning is enhancing students' communication skills. According to Li and Lam (2005), students that are taught with the cooperative learning method can enhance their interpersonal communication better. The students will easily work in cross-cultural situations, and the learners will be more aware of others' feelings. Li and Lam added that the students would more accurately comprehend others' perspectives in specific interactions.

The second advantage of cooperative learning is developing a variety of language functions. According to Zhang (2010), cooperative learning provides students with more opportunities to produce language functionally. Cooperative learning can be used to construct real-life social settings in which language is commonly used. For example, the students can negotiate to mean, request, make suggestions, encourage, disagree, etc. Zhang added that the students could produce more varied language functions through a social setting in cooperative learning.

The last advantage is increasing psychological health. According to Li and Lam (2005), a classroom involving students with a significant amount of cooperative learning can make students psychologically healthier. The students would have higher self-esteem. Johnson and Johnson (1999) said that when cooperative efforts are dominated in schools, it can influence individuals' psychological health better. The more individuals work cooperatively with others, the more they will see themselves as valuable and useful. When the students feel that they are accepted and supported by others, they will have positive feelings about themselves.

The disadvantages of cooperative learning

Apart from the advantages of cooperative learning, this method is not without weaknesses. According to Liu, Cheng, and Hu (2019), there are three main limitations of cooperative learning:

The first limitation is unequal participation. In the cooperative learning method, when the students are encouraged to work in a group, several students may participate less than others and only become a burden for the group. Second is the time barrier. It is challenging to manage time well when students work in groups. This method can take much time, especially in larger classes, and this method cannot be fitted for several types of exercises or assignments. Last is personality differences. When the students work in a group, they will work with group members with different personalities. Nevertheless, not all students can be willing to work with others because students have their learning styles, which may be that they like to work individually. In addition, Arribas and Zorrilla (2020) said that students who were used to learning individually felt less comfortable in cooperative learning activities.

Method

The study used a qualitative method. The researcher used questionnaires and semi-structured interviews to collect the data. The participants of this study were around 45 students and two teachers of English classes in one of the senior high schools in Salatiga. The participants from students were male and female, and their ages ranged from 16 to 18 years old. Similarly, the participants from teachers were females, and their ages were around over the age of 30. Then, the participants were students and teachers who took and taught an English class in Semester one. The participants from the students were given questionnaires and proceeded to an interview. Then, the researcher interviewed for only around 15-20 minutes with the teachers. This method was expected to reveal students' and teachers' perceptions of the cooperative learning method. The data were analyzed using thematic analysis. The purpose of using thematic analysis was to draw themes based on the

participants' answers. Here were the following steps to analyze the data that the researcher did:

1. Processed and analyzed the data from the questionnaire.
2. Coded the participants' answers in the questionnaire by highlighting keywords from participants' answers.
3. Analyzed the data from the interview by transcribing the participants' answers from the interview recording.
4. Coded the interview results by highlighting keywords from participants' answers.
5. Categorized all the data from the questionnaire and interview into a group according to particular categories based on participants' answers.
6. Themes emerged from the participants' answers about their perceptions of the cooperative learning method.
7. Last, conclusions were drawn.

Findings and Discussion

This section shows the participants' answers from the questionnaire and interview results conducted in November 2022 at one of the senior high schools in Salatiga. The researcher collected the data from forty-five students and two teachers of that school. The questionnaire and interview findings showed positive, negative, and neutral perceptions from the students and the teachers on the cooperative learning method in English class. The participants' opinions are discussed below.

Students' perceptions on cooperative learning method

Enabling Participants to Share Information

This section showed the findings from a close-ended questionnaire that consisted of five scales: strongly disagree, disagree, neutral, agree, and strongly agree. As shown below, in question one, *Cooperative learning enables me to participate in information sharing*. 23 students (51.1%) answered strongly agree, 19 (42.2%) answered agree, and three (6.7%) chose neutrally. A total of 42 students (93.3%) agreed that cooperative learning could make them participate in information sharing. According to Li and Lam (2005), cooperative learning could improve the students' intrapersonal communication skills. When the students actively communicated with each other, it allowed the students to exchange their ideas with each other. This is illustrated in Figure 1.

1. Cooperative learning enables me to participate in information sharing (Pembelajaran kooperatif memungkinkan saya untuk berpartisipasi dalam berbagi informasi)
45 responses

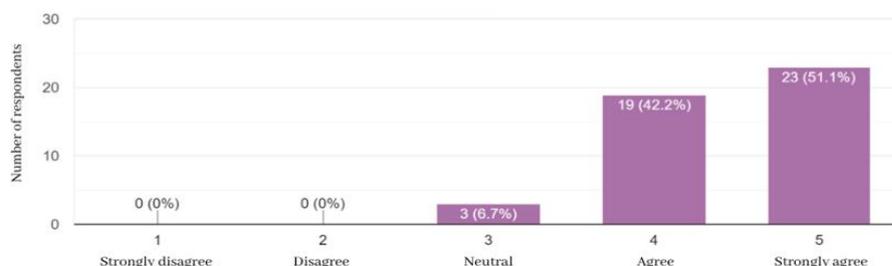


Figure 1. Information sharing

Creating a good relationship among group members

The second question is whether Cooperative learning creates a good relationship among group members. The researcher found that one student (2.2%) chose to disagree, three students (8.9%) chose neutral, 18 students (40%) answered agree, and 22 students (48.9%) answered strongly agree. A total of 40 (88.9%) agreed that cooperative learning creates good relationships among group members. It was supported by Johnson and Johnson (1999). As previously mentioned in the literature review, five elements are dealing with cooperative learning one of the elements is group processing. A group processing element deals with group members' discussion about how the group accomplishes their group's goal and manages an efficient working relationship. Based on the element, cooperative learning could improve relationships among group members. This is illustrated in Figure 2.

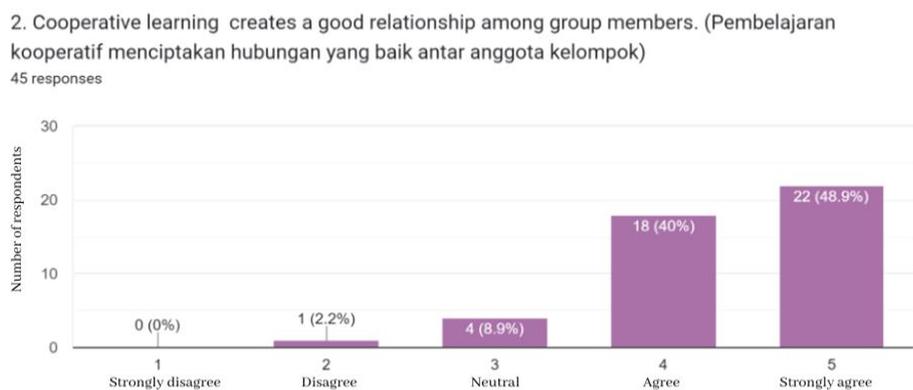


Figure 2. Good relationship

Engaging students in active participation in the class

In question number three, I feel actively involved in all activities through cooperative learning, a total of 35 students (77.7%) agreed, and 10 students (22.2%) chose neutrally that the cooperative learning method makes them actively involved in all activities in the class. According to Macpherson (2015), cooperative learning makes students constantly discuss, debate, and clarify their understanding of the materials during eth class. Thus, the students will be fully involved in the class's activities. This is illustrated in Figure 3.

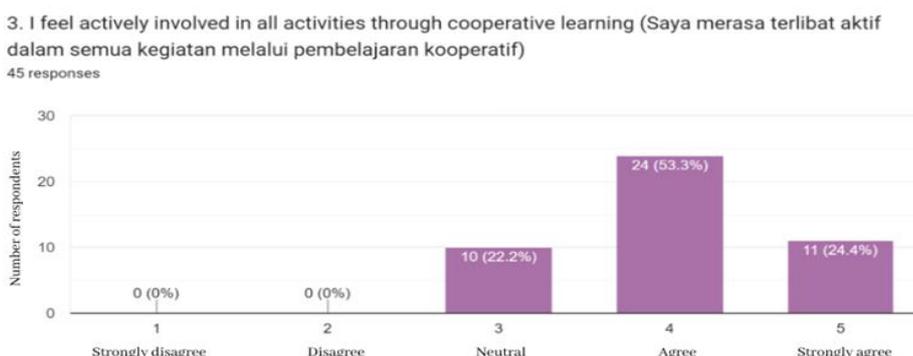


Figure 3. Active participation

Enabling participants to make decisions

As for question number four, Cooperative learning enables me to participate in making decisions showed a total of 40 students (88.9%) who agreed and five students (11.1%) opted neutral that cooperative learning can give them opportunities to participate in making decisions. According to Johnson and Johnson (1999), there was a group processing element in cooperative learning that required the students to discuss and make decisions about things that will be useful for the group to achieve the group’s goals successfully. This is illustrated in Figure 4.

4. Cooperative learning enables me to participate in making decision (Pembelajaran kooperatif memungkinkan saya untuk berpartisipasi dalam pengambilan keputusan)

45 responses

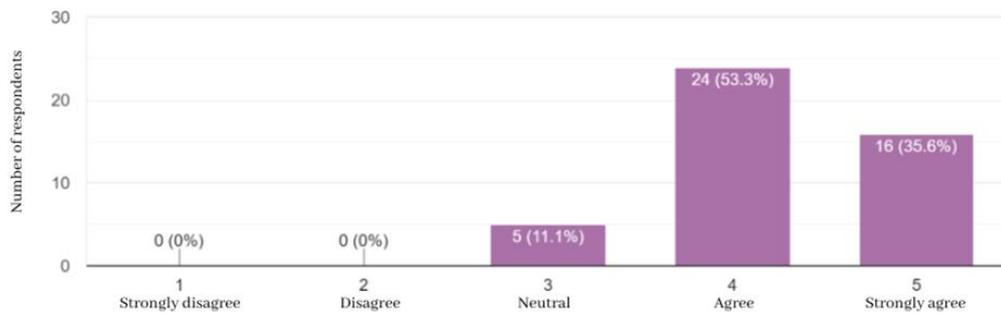


Figure 4. Make decisions

Enabling participants to solve problems

Question number five, Cooperative learning enables me to participate in solving problems. From the answers, it was found that one student (2.2%) chose to disagree, two students (4.4%) chose neutral, and a total of 42 students (93.4%) agreed that cooperative learning could make them participate in problem-solving. Kagan (2013) said that a positive interdependence element of cooperative learning helps the students to keep the same side and contribute equally. Thus, the students will have the same motivation or purpose to work together, support each other and help their partners understand how to learn and solve the problems in their group. This is illustrated in Figure 5.

5. Cooperative learning enables me to participate in solving problems (Pembelajaran kooperatif memungkinkan saya untuk berpartisipasi dalam memecahkan masalah)

45 responses

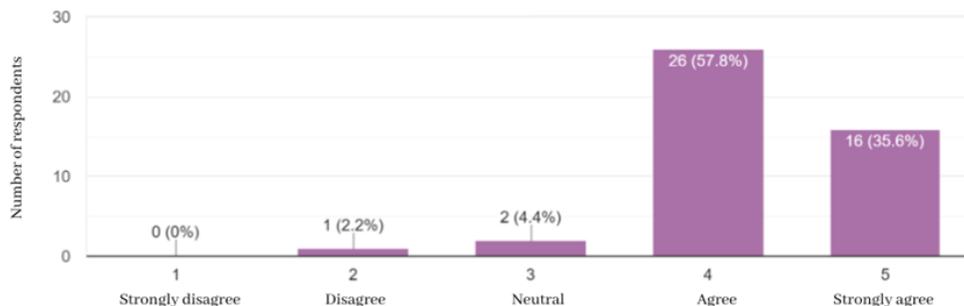


Figure 5. Problem-Solving that participants were involved in

Making the teaching-learning process more interesting

Question number six, the lessons become more interesting with cooperative learning, showed one student (2.2%) chose strongly disagree, a total of 32 students (71.1%) agreed, and 12 students (26.7%) opted neutrally that cooperative learning made the lesson more attractive. Cooperative learning can make the lesson more interesting because it allows students to participate fully in the class more actively and interactively instead of simply listening to the teacher’s explanations and reading a textbook. It is supported by Johnson, Johnson, and Houlbec (1998). They stated that there were three types of cooperative learning. They were a formal, informal, and cooperative base group. In the informal type, there are Think-Pair-Share, Jigsaw, and peer instructions that can engage students to be more active in the class. Moreover, cooperative learning activity should be following the five elements previously mentioned in the literature review to apply the cooperative learning method successfully in the class. This is illustrated in Figure 6.

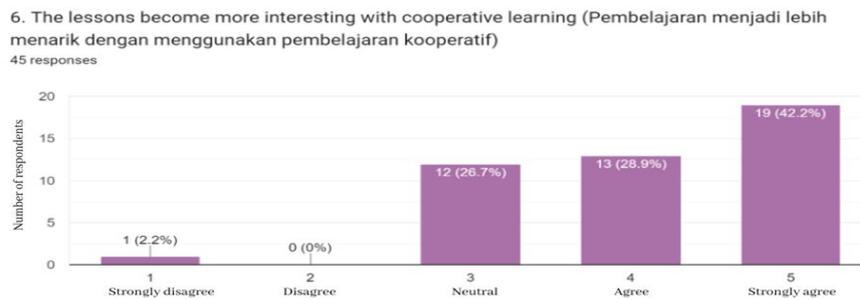


Figure 6. Interesting lesson

Helping the students understand the materials easily

For question number seven, Cooperative learning helps me to understand the material easily found that 31 students (68.9%) agreed, three students disagreed (6.7%), and 11 students (24.4%) chose neutrally that cooperative learning could help them understand the material easily. It was because, according to Johnson and Johnson (1999), there was face-to-face promotive interaction. It required the students to support each other’s success by assisting, helping, and boosting each other’s attempts to learn. Thus, when there were students who had difficulties understanding the material, the students would help each other. This is illustrated in Figure 7.



Figure 7. Understanding the material

Helping the students to share knowledge through teamwork

Question eight, Cooperative learning helps me acquire knowledge through working in a team, shows that 39 students (86.7%) agreed, and six students (13.3%) opted neutrally that through cooperative learning, the participants can share knowledge through teamwork. The basis of cooperative learning is working in a team. According to Johnson and Johnson (1999), a face-to-face promotive interaction element facilitated the students to keep working together to accomplish their learning goals. This is illustrated in Figure 8.

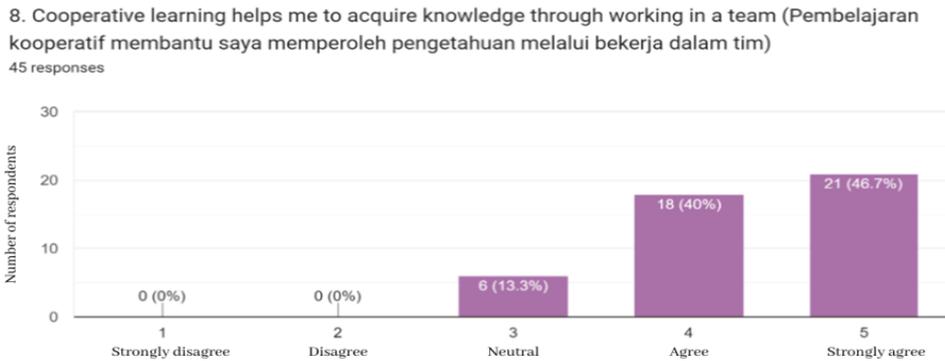


Figure 8. Share knowledge

Developing students' leadership skills

Question nine was Cooperative learning trains me how to be a good leader. It was found that a total of 41 students (91.1%) agreed, and four students (8.9%) chose neutrally that cooperative learning can develop their leadership skills. It was because there was a social skill element in this method. According to Webb (2008), the Social skill element deals with social interaction that consists of several essential factors such as leadership, trust building, communication, and decision-making. This is illustrated in Figure 9.

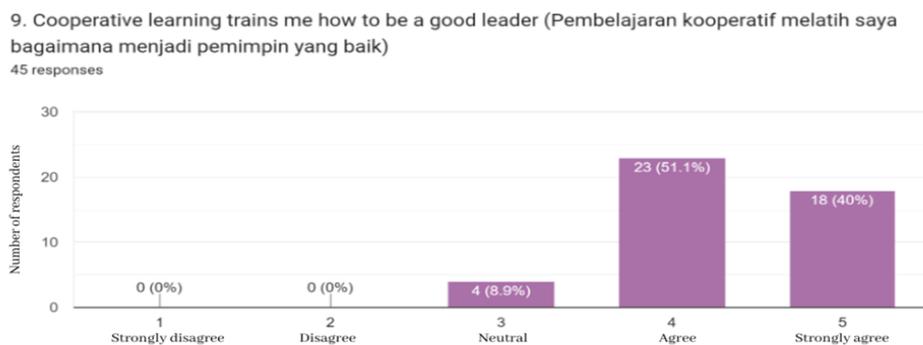


Figure 9. Leadership skill

Training students about teamwork

The last question, Cooperative learning trains me how to be a good group member showed that 44 students (97.7%) agreed, and one student (2.2%) chose neutrally that cooperative learning can train them in teamwork. According to Johnson and Johnson (2001), cooperative learning was a successful teaching approach where students from different backgrounds and levels of ability worked

together in a small group and used various learning activities to enhance their understanding of a subject. Thus, each group member can learn from each other while working with group members with different backgrounds. This is illustrated in Figure 10.

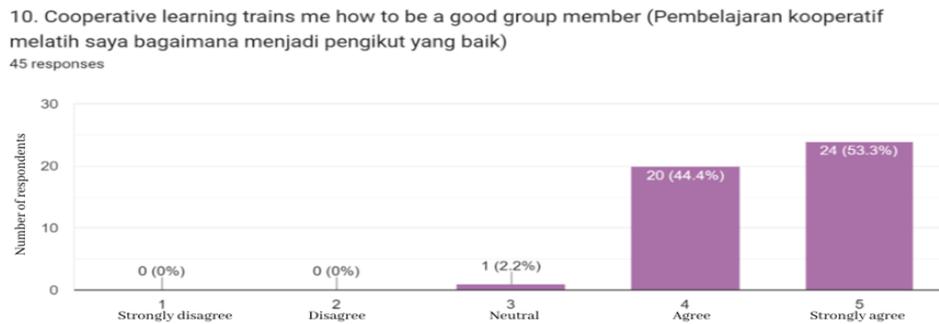


Figure 10. Teamwork

Positive Opinions

Feeling happy

In this research, the researcher has found that the cooperative learning method can create a sense of happiness and convenience among the students working in a group to gain the group's goals. From the open-ended question and interview, it was found that there were 28 (62.2%) students felt happy with cooperative learning. In cooperative learning, happy feelings can arise from students' ability to work collaboratively with their group. Thus, the students can feel connected and have a positive relationship with their group members. They were more likely to feel happy and engaged during the learning process. It was supported by Johnson and Johnson (1999)'s statement that cooperative learning can promote positive interdependence, increasing students' feelings of happiness and well-being. Positive interdependence was one of the elements of cooperative learning mentioned in the literature review that talked about each value of group members. Moreover, according to Li and Huang (2017), students who participated in cooperative learning reported having higher levels of happiness and life satisfaction than those who did not. Following this, there were several answers from the students below.

Excerpt 1:

"I feel happy because cooperative learning helps students understand the meaning of group work and the various characteristics of members in a group, although not as a whole. So that individuals can take the right attitude in carrying out programs that are carried out together."
(*Saya merasa senang, karena Pembelajaran kooperatif membantu siswa dalam memahami arti kerja kelompok, dan macam macam sifat member dalam suatu kelompok walaupun tidak secara keseluruhan. Sehingga individu dapat mengambil sikap yang tepat dalam melaksanakan program yang dilakukan secara bersama sama.*)
(Student 29, Questionnaire, 14 November 2022)

Excerpt 2:

"I feel happy because in my opinion cooperative learning tends to be more exciting because there is a social interaction that tends to be more

frequent and a lot between group members/friends.” (*Saya merasa senang, karena menurut saya pembelajaran dengan metode kooperatif cenderung lebih seru karena adanya interaksi sosial yang cenderung lebih sering dan banyak antar anggota kelompok/teman.*) (Student 33, Questionnaire, 14 November 2022)

Excerpt 3:

“What I feel is happy, I can share answers with friends, get closer between myself and grub colleagues, learn to accept other people's opinions, and also have tolerance for the grub that I have.” (*Yang saya rasakan adalah senang, saya bisa berbagi jawaban kepada teman, memperdekat antara saya dan rekan grub, belajar menerima pendapat orang lain dan juga memiliki tenggang rasa terhadap grub yng saya miliki.*) (Student 45, Questionnaire, 14 November 2022)

Based on the student's answers above, it can be concluded that the happy feeling in cooperative learning was likely the result of a combination of reasons, including collaboration, active participation, interaction, good relationship, and communication. According to Ryan and Deci (2000), students who participated in cooperative learning tend to have more positive emotions such as enjoyment, interest, and excitement. Thus, the cooperative learning method can create a positive learning and engaging learning environment that can contribute to happy feelings and convenience among the students.

Developing teamwork skills

The researcher also found that cooperative learning can develop students' teamwork skills. From the open-ended questionnaire, 26 students (57.7%) thought cooperative learning could develop their teamwork skills. By participating in a group, students can practice and develop teamwork skills such as communication, collaboration, taking on responsibility, and problem-solving collaboratively. According to Johnson, Johnson, and Smith (2014), "Cooperative learning is an effective way of developing teamwork skills among students. Through collaborative activities, students learn to communicate effectively, resolve conflicts, share responsibilities, and work towards common goals, all of which are important aspects of effective teamwork". Below were several answers from the students that cooperative learning can develop students' teamwork skills.

Excerpt 4:

“I think cooperative learning teaches me to understand better how to work in groups. Taught me how to deal with differences of opinion in a group.”

(*Pembelajaran kooperatif mengajarkan saya untuk lebih mengerti cara bekerja dalam kelompok. Mengajarkan saya untuk bagaimana menyikapi perbedaan pendapat di dalam suatu kelompok.*)

(Student 4, Questionnaire, 8 November 2022)

Excerpt 5:

“In my opinion, cooperative learning helps students understand the meaning of group work and the various characteristics of members in a group, although not as a whole. So that individuals can take the right attitude in carrying out programs that are carried out together.”

(Menurut saya, pembelajaran kooperatif membantu siswa dalam memahami arti kerja kelompok, dan macam macam sifat member dalam suatu kelompok walaupun tidak secara keseluruhan. Sehingga individu dapat mengambil sikap yang tepat dalam melaksanakan program yang dilakukan secara bersama sama.)

(Student 29, Questionnaire, 14 November 2022)

Excerpt 6:

“In my opinion, cooperative learning helps students understand the material because it will be easier to understand the material by studying it with peers (classmates). Cooperative learning also helps to lighten the task borne by group members. By working together, it will be easier.”

(Pembelajaran kooperatif membantu siswa dalam memahami materi karena akan lebih mudah memahami materi dengan mempelajarinya bersama teman sebaya (teman kelas). Pembelajaran kooperatif juga membantu meringankan tugas yang ditanggung oleh anggota kelompok, dengan dikerjakan bersama sama akan lebih mudah.)

(Student 39, Questionnaire, 14 November 2022)

Based on the student's answers above, it can be concluded that through the cooperative learning method, the students have valuable opportunities to develop teamwork skills because this method requires them to work together, communicate effectively, have responsibility, and solve problems collaboratively. According to Johnson and Johnson (1999), when this method can be done successfully by promoting five elements of cooperative learning, it will be possible that these elements can create an environment where the students are motivated to work together, help each other and communicate effectively to achieve their goals. Thus, this method can enhance teamwork skills that are useful in various contexts such as in the classroom, workplace, etc.

Negative opinion

Uncooperative teammates

Apart from the positive opinions above, the researcher also found negative opinions from the students. Previously, the cooperative learning method has been mentioned that this method encourages students to work in a group. But, in fact, based on the finding, it was found that when the students worked in a group, some students didn't participate fully and burdened others. Johnson and Johnson (2009) said, "Despite its many benefits, cooperative learning is not without its challenges. One potential weakness is the possibility of social loafing, where some group members may contribute less than others or even disengage altogether, relying on the efforts of others to complete the task. Additionally, some students may not thrive in a cooperative learning environment due to individual differences in learning styles or preferences for working independently." Following this, there

were answers from the students below that argue about uncooperative teammates in the cooperative learning method.

Excerpt 7:

“My response regarding cooperative learning in class is, I am against this learning method, because in its implementation sometimes it doesn't go as expected. As we know, what is expected from cooperative learning is to form the character of students who are disciplined and able to work in teams. However, what is found in reality is that there are actually some children who just sit idly by waiting for the results, do not contribute to the team, and just ride on their names in the team. Of course, this is very contradictory to the goals of cooperative learning itself. So, the conclusion is that I am more against cooperative learning.” (*Tanggapan saya mengenai pembelajaran kooperatif di kelas adalah, saya kontra terhadap metode pembelajaran tersebut, karena dalam implementasinya terkadang tidak berjalan sesuai yang diharapkan. Seperti yang kita ketahui, yang diharapkan dari kooperatif learning adalah untuk membentuk karakter siswa yang disiplin dan mampu bekerja dalam tim. Namun, yang ditemukan dalam realita adalah justru terdapat beberapa anak yang hanya berpangku tangan menunggu hasil, tidak berkontribusi untuk tim, dan hanya menumpang nama dalam tim. Tentunya hal tersebut sangat kontradiktif dengan tujuan dari kooperatif learning sendiri. Jadi, kesimpulannya adalah saya lebih condong kontra terhadap kooperatif learning.*) (Student F, Interview, 21 November 2022)

Excerpt 8:

“I think, in my experience when using the cooperative learning method is not pleasant. Because I personally prefer to work alone to achieve the goals of my work. Often when I'm involved in group projects, I find friends who are indifferent to tasks in the team. On the one hand, I feel capable of doing the task myself, but on the other hand, I feel that I am too much of a 'main player' in the group project, which is not a good thing if it is too much, considering that the task is a group project. to do together and not alone.” (*Menurut saya, pengalaman saya saat menggunakan metode kooperatif learning adalah kurang menyenangkan. Karena saya pribadi yang lebih suka bekerja sendiri untuk mencapai tujuan dari pekerjaan saya. Seringkali saat saya terlibat dalam project kelompok, saya menemukan teman-teman yang bersikap acuh tak acuh terhadap tugas dalam tim. Di satu sisi, saya merasa mampu untuk mengerjakan tugas itu sendiri, namun di sisi lainnya saya merasa bahwa saya terlalu menjadi 'pemeran utama' dalam project kelompok tersebut, yang mana hal tersebut bukanlah hal yang baik apabila berlebihan, mengingat bahwa tugas tersebut adalah project kelompok yang harus dikerjakan bersama-sama dan bukan sendiri.*) (Student F, Interview, 21 November 2022)

Excerpt 9:

“I think this learning model is suitable for students who like to interact. However, because I'm not that good, I'm not comfortable with this learning model. (*Menurut saya model pembelajaran ini cocok untuk siswa yang senang berinteraksi. Namun, karena saya tidak begitu jadi saya kurang nyaman dengan model pembelajaran ini.*) (Student 11, Questionnaire, 8 November 2022)

From the student's answers above, it can be concluded that the cooperative learning method also has its weaknesses, potentially for uncooperative teammates or unequal participation among the group members. According to Johnson and Johnson (1999), it can be tough to ensure that all group members equally participate in the task. Several students may rely on others to do the work. So, cooperative learning can potentially become an effective teaching method, but uncooperative teammates can reduce its effectiveness.

Neutral opinion

Despite the positive and negative opinions above, the researcher also found neutral opinions on the cooperative learning method. This method has been a topic of debate among educators and scholars. Some believe that this method is a beneficial method to implement in the classroom for improving students' academic accomplishment and social skills, while others argue that this method has many limitations. According to Johnson, Johnson, and Stanne (2000), cooperative learning undoubtedly has many advantages, including enhanced academic performance and social skills, but it is not a universal solution for all classrooms or circumstances. While some students might do well in group projects, others might find it difficult to contribute or become a burden to their classmates. Moreover, some tasks or projects may be better suited to be done individually. The cooperative learning method relies on thoughtful preparation and application, as well as constant evaluation and modification to be successful in the classroom. Thus, in this part, the researcher will show neutral opinions on cooperative learning from students' perceptions that acknowledge both its benefits and limitations. Following this, below were several students that answered neutrally on the cooperative learning method.

Excerpt 10:

“For me, I think cooperative learning is a fun activity to do. But there are a lot of things to evaluate from cooperative learning. Such as equality in the distribution of group members so there is no group in a group of students and absorption of the material presented in the presentation.” (Student 17, Questionnaire, 8 November 2022)
(*Bagi saya, pembelajaran kooperatif merupakan kegiatan yang menyenangkan untuk dilakukan. Namun banyak hal yang perlu dievaluasi dari pembelajaran kooperatif. Seperti persamaan dalam pembagian anggota kelompok sehingga tidak ada kelompok dalam satu kelompok siswa dan penyerapan materi yang disampaikan dalam presentasi.*)

Excerpt 11:

“I feel happy because I can interact with group mates and get to know more about the characters and what they feel. But sometimes, there are times when the group I get doesn't match expectations, so my mood to do the work becomes bad, and the work produced doesn't match expectations.”

(Saya merasa senang, karena bisa berinteraksi dengan teman kelompok, dan mengenal lebih dalam tentang karakter dan apa yang mereka rasakan. Namun terkadang, ada kalanya ketika kelompok yang saya dapatkan tidak sesuai dengan harapan, sehingga mood saya untuk mengerjakan pekerjaan tersebut menjadi buruk, dan pekerjaan yang dihasilkan tidak sesuai ekspektasi.) (Student 33, Questionnaire, 14 November 2022)

Excerpt 12:

“I think cooperative learning or group work can run smoothly if I get group mates who want to work together and can be hampered if you get group mates who don't want to work together.

(Menurut saya pembelajaran kooperatif atau kerja kelompok dapat berjalan lancar jika mendapat teman kelompok yang mau berusaha bersama dan dapat terhambat jika mendapat teman kelompok yang tidak mau bekerja bersama.) (Student 35, Questionnaire, 14 November 2022)

Based on the student's answers above, it can be concluded that cooperative learning has many advantages above, but it may not be the best fit for every student or every subject. Some students still consider the group distribution in this method. According to Hattie (2015), even though the cooperative learning method can be effective in the class, this method is not a one-size-fits-all approach that should be used in the classroom. The teacher needs to consider whether this method is appropriate or not for the needs of the students and the lesson's learning objectives. Finally, the objective of this method should facilitate all students' balanced and successful learning experiences.

Teachers' Perceptions of the Cooperative Learning Method

Previously, the researcher has explored both strengths and limitations of the cooperative learning method from the students' answers above. In this part, the researcher will show teachers' perceptions of this method to know their opinions when implemented in the class.

Positive Opinions

Enhancing knowledge when working in a group

In this research, the researcher also found out from the teachers' perspective that cooperative learning can enhance students' knowledge when working in a group. It is supported by Johnson, Johnson, and Smith (2007) that “cooperative learning enhances students' knowledge acquisition and retention, critical thinking skills, motivation, and positive attitudes toward learning”. Here were the opinions of the teachers on the cooperative learning method.

Excerpt 13:

“I think cooperative learning is effective because they (students) can work faster, can complete their assignments faster. Likewise, for projects. So if they have to do it individually, they need a long time because English in high school is only two hours of lessons. If they have to work individually, it will take a long time. So by working in cooperative learning, children can deepen the material more than by doing assignments together. Maybe the idea of each group is different. Maybe they, this clever guy, this smart b, this smart c, so maybe their task will be completed faster.”

(Menurut saya pembelajaran kooperatif efektif karena mereka bisa bekerja lebih cepat, bisa menyelesaikan tugas mereka lebih cepat. begitu juga untuk di project. Jadi kalo mereka harus mengerjakan sendiri-sendiri mereka butuh waktu yang lama karena bahasa inggris di SMA itu hanya dua jam pelajaran. Kalo mereka harus kerja sendiri-sendiri, waktu nya lama. Jadi dengan bekerja kooperatif learning ini, anak-anak bisa lebih memperdalam materi dari mengerjakan tugas bersama. mungkin ide dari masing masing kelompok itu berbeda beda. Mungkin mereka, Si a dia pandai ini , si b pandai ini, si c pandai ini, sehingga mungkin tugas mereka akan lebih cepat selesai.) (Teacher 1, Interview, 17 November 2022)

Excerpt 14:

“There is a significant difference when using cooperative learning. It can be seen too. Because sometimes, children who are shy they want to ask their friends more than the teacher so they understand the material better by asking their friends, and maybe if after we group them, those who can't afford it can be seen. Oh, this child is not active in that group, Oh, that child is engaged in that group, Oh, this child usually doesn't want to ask me questions, but he asks his friends, even though he whispers like that. They want to ask.”

(Ada perbedaan secara signifikan ketika menggunakan pembelajaran kooperatif. Itu bisa dilihat juga. Karena kadang anak yang pemalu mereka lebih mau tanya kepada teman nya daripada guru nya jadi mereka jadi lebih memahami materi dengan bertanya ke teman nya dan mungkin kalau setelah kita kelompokkan itu kan mereka yang tidak mampu kan bisa terlihat . Oh anak ini tidak aktif di kelompok itu, Oh anak itu aktif di kelompok itu, Oh anak ini biasanya ndak mau tanya sama saya tapi dia tanya sama teman nya walaupun bisik-bisik gitu. Mereka mau bertanya.) (Teacher 1, Interview, 17 November 2022)

Excerpt 15:

“In my opinion, there is a significant difference when using cooperative learning. If I see, children are sometimes exposed to certain materials, it is easier to grasp or understand when they are talking or studying with friends, yes, because in one group I gave them one who is already more likely to master the material that I provide so that he can help his friends. So from there, the children who may be with me could not

understand maybe in terms of language, they could understand better when their friends helped them to learn it.”

(Menurut saya, ada perbedaan signifikan ketika menggunakan pembelajaran kooperatif kalau saya lihat, anak-anak itu kadang-kadang di materi-materi tertentu, itu lebih mudah menangkap atau memahami ketika mereka berbicara atau belajar bersama dengan teman yang tadi ya karena di satu kelompok saya beri satu yang sudah lebih mungkin lebih menguasai materi yang saya berikan itu sehingga dia bisa membantu teman nya. Nah dari situ itu, anak-anak yang tadinya mungkin dengan saya kurang bisa memahami mungkin dari segi bahasa, mereka lebih bisa memahami ketika teman nya itu membantu mereka untuk mempelajari itu.) (Teacher 2, Interview, 17 November 2022)

Based on the student’s answers above, it could be concluded that when teachers applied the cooperative learning method in the class, it could potentially enhance students’ knowledge of the material. According to the teachers’ answer above, through group work, the students will ask their friends when they were shy to ask their teacher. Moreover, Johnson, Johnson, and Stanne (2014) said that the cooperative learning method had been shown in a growing body of research to be a successful pedagogical strategy for improving students’ knowledge, critical thinking abilities, and learning motivation. Finally, this method can still be categorized as an effective way to be applied in the class by the teachers.

Negative opinion

Uncooperative teammates

Besides the positive opinions of the cooperative learning method, the researcher also found negative opinions from teachers’ perspectives. This was almost the same as the students’ opinions that were explained previously. The teachers faced difficulties when grouping the students. According to Johnson and Johnson (1999), it can be tough to ensure all group members equally participate in the task. Several students may rely on others to do the work. Below were answers from teachers about uncooperative teammates in cooperative learning.

Excerpt 16:

“Sometimes the weakness of cooperative learning, there are children he doesn't want, sometimes there are also children who complete all the group's tasks, there are children who he doesn't work at all, only burden his friends, there are also those who each have assignments. there are also different ones. so varied. The downside is that maybe if they... when they do it they have to be strict because otherwise, they are more likely to talk. perhaps they talk about something else they don't discuss they do.” (Teacher 1, Interview, 17 November 2022)

(Kadang kelemahan nya di cooperative learning itu, ada anak yang dia tidak mau kadang ada juga anak yang dia menyelesaikan semua tugas kelompok itu, ada anak yang dia tidak bekerja sama sekali cuma membebaskan pekerjaanya sama teman nya ada juga yang masing-masing itu memiliki tugas tugas yang berbeda beda itu juga ada. jadi

variatif. Kelemahannya itu selain itu mungkin, kalau mereka.. waktu mereka mengerjakan itu harus dibuat ketat karena kalau tidak mereka lebih cenderung ngobrol. bisa jadi mereka ngobrol yang lain yang bukan mereka diskusikan mereka kerjakan.)

Excerpt 17:

“The weakness of cooperative learning is that when there are children who like to work individually and there are also children who do not work, they are just lazy. There was in one class where I, at that time used the cooperative learning model like that, there were children who refused to group me in group A “.don't want it, Ma'am." Then I asked, "Why don't you want to?" The student then answered, "The friends don't want to work." So, that's it. It became one group because those who are less intelligent rely on those who are smart so they don't want to work. But it can be reduced if the teacher monitors things like that, things like that can be overcome.” (Teacher 1, Interview, 17 November 2022)

(Kelemahannya ya itu ketika ada anak yang suka bekerja individu dan ada juga anak yang tidak bekerja, hanya bermalas-malasan. Ada di satu kelas yang saya, ketika itu menggunakan model kooperatif learning begitu itu, ada yang anak itu menolak saya kelompok di kelompok A begitu "ndak mau bu" "kenapa ndak mau" "teman-teman itu ndak mau bekerja" nah begitu itu. Itu jadi Itu jadi satu kelompok itu mungkin karena yang kurang pandai ini mengandalkan yang pandai sehingga dia tidak mau bekerja. Tapi itu bisa, kalau guru memantau akan bisa diatasi hal hal seperti itu)

From the teachers' answers above, it can be concluded that the teachers also argue the same opinions as the students. It was more likely that the students had their learning styles and just only left a burden to the others. It was supported by Arribas and Zorrilla (2020) said that students who were used to learning individually felt less comfortable in cooperative learning activities. In addition, the students may have different learning styles and may prefer to work independently. Thus, uncooperative teammates still became a problem when implementing the cooperative learning method in the class.

Conclusion

This research concludes by answering the following research questions “What are the students' perceptions toward cooperative learning in Senior High School English class?” and “What are the teachers' perceptions toward cooperative learning in Senior High School English class?”. This research tried to find out students' and teachers' perceptions of the cooperative learning method. The researcher got the findings from collecting the data through questionnaires and conducting interviews. The findings showed that students and teachers have different perceptions of this method. The differences arise from positive opinions from each of them. Students said that the cooperative learning method could be made them feel happy and developed their teamwork skills. Then, teachers said that cooperative learning could enhance students' knowledge skills. However, both

students and teachers said the same ideas about uncooperative teammates in the cooperative learning method.

The results of the study showed that the cooperative learning method could be a potentially effective method to be implemented in the class. This method encouraged the students to work in a group. By working in a group, the students were able to share information and exchange ideas with each other. Thus, this can lead to the development of student's communication skills and create good relationships with their friends. Not only that, but cooperative learning also engaged the students to be more active in class. While the students worked together in a group, they could learn how to make decisions and solve problems together with their group members. This will develop students' teamwork and leadership skills. This method is also seen as an exciting method to be applied in the class instead of simply listening to the teacher's explanation. This was because this method promoted the students to participate fully in the lesson in an interactive way. In addition, when the students worked in a group, it potentially made the students understand the materials easily and could exchange knowledge with each other.

Based on the findings, the students were happy with this method because most of the students were seen to be happy when learning and working with their friends in the class rather than learning individually. Then this method also increased students' teamwork skills because it encouraged them to work in a team, which made the students learn from each other from their group members with different backgrounds.

From the teachers' perceptions, this method significantly made the students understand the material when working in a group. Johnson, Johnson, and Stanne (2014) said that the cooperative learning method had been shown in a growing body of research to be a successful pedagogical strategy for improving students' knowledge, critical thinking abilities, and learning motivation. Thus, the cooperative learning method can be considered an effective method to be applied by the teacher in the class.

However, apart from the strengths of cooperative learning that students and teachers said previously. This method also has weaknesses. Based on the findings, both students and teachers said that the biggest problem with this method was uncooperative teammates. From the teachers' perceptions, it was difficult to manage groups effectively and ensure that each group member could participate equally. From the students' perceptions, most of the students said that it made this method less effective when they got a friend who didn't participate fully in a group and just only left a burden on the group. While cooperative learning has benefits, it may not fit every student or learning situation best. Teachers also need to pay attention to the needs and abilities of their students to make the cooperative learning environment effective and comfortable for the students in the class.

This study has some limitations. The first limitation is the participants. This study only had 47 participants consisting of 45 students and two teachers. The age of the students ranged from 16-18 years old. Thus, the results of the findings cannot be generalized to the other age groups. It is suggested that future researchers have various participants so that the data can be more varied and they can investigate the cooperative learning method more profoundly.

Then, this study was also limited in methodology. This study just only used questionnaires and semi-structured interviews to collect the data. It would be better

for future researchers to use more methods to make the data more accurate. For example, the future researcher can use the observation method to observe cooperative learning classes and compare them with other classes that use the traditional method. Finally, additional explanations about the cooperative learning method in senior high school classes can be elaborated more. This means there is a lack of sufficient information or understanding about this particular teaching method. Thus, there is a need for additional research or explanations about the cooperative learning method.

References

- Amedu, O. I., & Gudi, K. C. (2017). Attitude of students towards cooperative learning in some selected secondary schools in Nasarawa State. *Journal of Education and Practice*, 8(10), 29-34. <https://eric.ed.gov/?id=EJ1139726>
- Arribas-Galarraga, N., & Zorrilla-Ramírez, B. (2020). Cooperative learning in higher education: The influence of individual learning styles. *International Journal of Environmental Research and Public Health*, 17(22), 1-18. <https://doi.org/10.3390/ijerph17228487>
- Chang, S. C. (2011). A contrastive study of grammar translation method and communicative approach in teaching English grammar. *ELT*, 4(2), 13-24.
- Dollman, L. (2007). *Improving social skills through the use of cooperative learning*. (Master's thesis). Saint Xavier University Chicago, Illinois. ERIC (ED496112). <https://eric.ed.gov/?id=ED496112>
- Gillies, R. (2014). Cooperative learning: Developments in research. *International Journal of Educational Psychology*, 3(2), 125-140.
- Hattie, J. (2015). The applicability of visible learning to higher education. *Scholarship of Teaching and Learning in Psychology*, 1(1), 79-91.
- Jahanbakhsh, A. A., Zamani, M. A., & Garman, Z. (2019). CIRC and STAD in Iranian context: Through the five elements to cooperative learning of lexical collocations. *Cogent Arts & Humanities*, 6(1), 1692469. <https://doi.org/10.1080/23311983.2019.1692469>
- Johnson, D. W., & Johnson, F. (2009). *Joining together: Group theory and group skills* (10th ed.). Boston, MA: Allyn & Bacon.
- Johnson, D. W., & Johnson, R. T. (1999). Making cooperative learning work. *Theory into Practice*, 38(2), 67-73. <https://doi.org/10.1080/00405849909543834>
- Johnson, D. W., & Johnson, R. T. (2001). Cooperative learning in English class of Chinese junior high school. *Creative Education*, 6(3), 371-379. <https://doi.org/10.4236/ce.2015.63038>
- Johnson, D. W., Johnson, R. T., & Holubec, E. (1998). *Cooperation in the classroom*. Boston, MA: Allyn and Bacon.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2007). The state of cooperative learning in postsecondary and professional settings. *Educational Psychology Review*, 19(1), 15-29. <https://doi.org/10.1007/s10648-006-9029-0>
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative learning: Improving university instruction by basing practice on validated theory. *Journal on Excellence in College Teaching*, 25(3&4), 85-118.

- Johnson, D. W., Johnson, R. T., & Stanne, M. B. (2000). Cooperative learning methods: A meta-analysis [Exhibit B]. Retrieved from http://www.tablelearning.com/uploads/File/EXHIBIT_B.pdf
- Johnson, D. W., Johnson, R. T., & Stanne, M. B. (2014). *Cooperative learning methods: A meta-analysis*. Retrieved from https://www.researchgate.net/publication/220040324_Cooperative_learning_methods_A_meta-analysis
- Kagan, S. (2013). *Kagan cooperative learning structures*. San Clemente, CA: Kagan Publishing.
- Li, J., & Huang, L. (2017). The effect of cooperative learning on students' happiness and life satisfaction. *Journal of Happiness Studies*, 18(5), 1425–1438. <https://doi.org/10.1007/s10902-016-9777-0>
- Li, M. P., & Lam, B. H. (2005). Cooperative learning. The Hong Kong Institute of Education. Retrieved from <http://www.ied.edu.hk/aiclass/>
- Liu, Y., Cheng, J., & Hu, C. (2019). The limitations of cooperative learning in higher education and an alternative in individualized learning. *International Journal of Higher Education*, 8(1), 84-92. <https://doi.org/10.5430/ijhe.v8n1p84>
- Macpherson, A. (2015). Cooperative learning group activities for college courses: a guide for instructors. Retrieved from <http://www.kwantlen.ca/academicgrowth/resources/CoopLearningActivities.do>
- Nasri, M., & Biriya, R. (2017). Integrating multiple and focused strategies for improving reading comprehension and L2 lexical development of Iranian intermediate EFL learners. *International Journal of Applied Linguistics & English Literature*, 6(1), 311-321. <http://dx.doi.org/10.7575/aiac.ijalel.v.6n.1p.311>
- Ning, H. (2011). Adapting cooperative learning in tertiary ELT. *ELT Journal*, 65(1), 60-70. <https://doi.org/10.1093/elt/ccq021>
- Rerung, M. K. T. (2017). Reflecting translanguaging in classroom practices: A case study. *Journal of English Language and Culture*, 7(1), 17-22. <http://dx.doi.org/10.30813/jelc.v7i1.1019>
- Ryan, R. M., & Deci, E. L. (2000). Intrinsic and extrinsic motivations: Classic definitions and new directions. *Contemporary Educational Psychology*, 25(1), 54-67. <https://doi.org/10.1006/ceps.1999.20111020>
- Webb, N. M. (2008). Learning in small groups. In T. L. Good (Ed.), *21st century education: A reference handbook* (pp. 203–211). Los Angeles: Sage.
- Zhang, Y. (2010). Cooperative language learning and foreign language learning and teaching. *Journal of Language Teaching and Research*, 1(1), 81-83. <https://doi.org/10.4304/jltr.1.1.81-83>