

CHAPTER I

INTRODUCTION

This section explains the background of the research, the purpose of the research, and the significance of the research.

1.1 Background of study

Improving the quality of learning outcomes and the formation of students' character requires good cooperation, creativity, and innovation in optimal and effective teaching activities. In the world of education, teachers play a crucial role and are the key to success in educating intelligent and character-rich students. This way, they can become valuable individuals in the future. To achieve this, teachers must strive to facilitate smooth learning. This also involves selecting the appropriate teaching models or methods.

As Adi (cited in Suprihatiningrum, 2013: 142) explains, a teaching model can be defined as a conceptual framework that outlines the steps involved in structuring learning encounters to attain educational goals. These models offer instructors direction when devising and executing teaching strategies. In a similar vein, Winataputra (1993) characterizes teaching models as theoretical structures that systematically lay out the process of arranging learning experiences with the intention of fulfilling specific educational aims. These frameworks serve as reference points for educators and instructional designers as they prepare and execute educational activities (Suyanto and Jihad, 2013: 134).

Several of the definitions above lead to the conclusion that teaching models are the chosen frameworks for teachers to design effective learning and achieve desired learning objectives. Learning models encompass the procedure of orchestrating learning encounters with the aim of achieving precise educational objectives. They act as directives for individuals responsible for structuring lessons and educators alike, aiding in the formulation and execution of the educational process.

Teachers are expected to enhance their skills, including innovating within the realm of education, particularly by incorporating advanced learning strategies and models to amplify comprehension and stimulate student awareness. Widja (1998:11) asserts the need to discard ineffective teaching techniques in favor of concentrating on essential aspects. A primary approach involves prioritizing heightened student participation as a cornerstone of effective learning. Consequently, the utilization of learning strategies and the adoption of cooperative learning models become imperative in realizing the intended educational objectives.

Cooperative learning models, as defined by Slavin (1995: 5), involve approaches where students collaborate in the learning process and assume joint responsibility for their own learning and that of their peers. This description highlights the collaborative nature of learning within cooperative models, emphasizing the sharing of insights and the collective commitment to achieving both individual and group learning outcomes.

Additionally, Artzt and Newman (1990: 448) characterize cooperative learning as "a strategy in which a team of students collaborates to address a challenge, finish a task, or achieve a shared objective." In line with this description, cooperative learning entails the collaboration of small student groups to tackle challenges or undertake assignments, all with the purpose of attaining a collective goal.

Teachers must employ methods and tactics for learner-centered instruction, and the Cooperative Learning Approach offers a viable alternative to standard speech instruction (Hall Haley & Ferro, 2011). This method is an alternate method of teaching that encourages pupils to communicate and interact socially (Ning, 2011). Research indicates that the utilization of cooperative learning significantly influences the enhancement of students' speaking abilities (Al-Sohbani, 2013). There has been extensive investigation into the application of cooperative learning for the improvement of speaking skills in educational contexts (Nasri & Biria, 2017). Extensive research indicates that the adoption of cooperative learning methods can

result in favorable attitudes towards cooperative learning and enhanced speaking skills (Nasri & Biria, 2017; Pattanpichet, 2011; Sühendan & Bengü, 2014). Cooperative learning techniques offer multiple benefits compared to conventional learning approaches, chiefly attributed to the interpersonal interactions fostered among students (Tahmasbi, Hashemifardnia, & Namaziandost, 2019).

According to various definitions provided earlier, classroom cooperative learning places significant importance on collaborative teamwork among students. Grounded in the idea that students tend to grasp and comprehend concepts more easily when they engage in discussions with their peers, this method has been employed.

The tasks in which students participate within the context of cooperative learning, as directed by the teacher, include being active, finishing tasks in groups, explaining things to a group of friends, motivating the members of their group to participate fully, and conversing. Student activities within cooperative learning necessitate specific abilities, referred to as cooperative skills, to ensure successful and seamless outcomes. These skills can be enhanced by promoting effective communication and delegating responsibilities among group members.

I will focus on how I can implement and enhance the effectiveness of Cooperative Learning applications while I am a teacher. In this context, I will share my personal experiences and align them with motivational literature that prompted me to conduct this research. Furthermore, I will outline the objectives and challenges I aim to explore in my study.

Therefore, this research will be a reflection of my personal journey in treading the path to becoming a teacher, with a special emphasis on how the applied teaching model was revealed during the teaching practicum process.

1.2 Research questions

Based on the research background, I position myself as the subject of investigation. I have explored the implementation of cooperative learning in the English classroom where I conduct my teaching. My curiosity revolves around seeking insights into the following two inquiries:

RQ1. In what ways does cooperative learning effective in the classroom?

RQ2. What are the prerequisites for effective cooperative learning?

1.3 Research objective

Through these inquiries, my objective is to comprehend the methodology of implementing this instructional model during the teaching practicum. By crafting a narrative autoethnography, my intention is to invite readers to grasp the intricacies of this process and witness my journey in applying it within the realm of teaching.

1.4 Scope and limitations

On my thesis will focus on :

- a. Ways does cooperative learning effective in the classroom
- b. How the prerequisites for effective cooperative learning

1.5 Significance of the study

By conducting this research, the researcher hopes that this research can be useful for:

1. Researcher; It is hoped that the findings of this research will be particularly helpful to aspiring teachers or aspiring teachers as a reference or suggestion for other parties who seek to conduct research in the same field or comparable research.
2. The teacher; The teacher reflects on student learning in class using this learning model utilizing the study's findings as material.
3. Students; The outcomes of this project are anticipated to give students practical experience with reflective learning techniques.