

## **CHAPTER II**

### **REVIEW OF RELEVANT LITERATURE**

This chapter presents the definition of cooperative learning, role play, Benefits of Teaching with Cooperative learning and previous study from the past researcher.

#### **2.1 Cooperative learning approach**

Numerous researchers have investigated the cooperative learning approach, and their results demonstrate its positive impact on learner performance. Sirafi (1995) found from a study of several research conducted in Iran that cooperative learning classrooms result in higher academic accomplishment for learners than standard teacher-led sessions. As indicated by Neisi et al.'s (2004) research, students who were exposed to cooperative learning methods outperformed those taught through conventional approaches, showing higher levels of academic achievement, motivational advancement, and self-concept. Based on Faghihi's (1992) examination of research, different types of cooperative learning methods yielded improved learner performance regardless of gender, skill level, or whether students lived in rural or urban areas. Jabbari (2005) investigated the influence of cooperative learning on the comprehension of students with learning difficulties, revealing notable advancements from pretest to post-test within the cooperative learning group. Hosseini's (2009) study also underscores the beneficial effects of cooperative learning on learners' critical thinking abilities. In a study conducted by McConnell et al. (2005), critical thinking skills of learners were assessed through a comparison between two groups: one undergoing traditional learning and the other engaging in cooperative learning. The findings highlight a correlation between heightened student engagement in the classroom and the advancement of critical thinking abilities. Carini et al. (2006) delve into the impact of student participation in classroom activities on their learning

outcomes. The outcomes suggest that active engagement of students in the classroom setting contributes to attaining elevated levels of cognitive thinking.

Tompkins (2001) characterizes role-playing as "a classroom instructional approach that fosters active student engagement within the English learning process. In this way, foreign language learners practice the target language within contexts akin to real-life scenarios, thereby minimizing stress and inhibitions." When discussing role-playing as an instructional technique, it becomes evident that it facilitates conscious problem-solving. Scenarios are briefly enacted to enable students to recognize the involved characters (Blanter, 2009).

According to Keneth (2008), role-play can be described as a specific behavior displayed by students within a particular situation. In the realm of management, variations in assigned roles can be perceived as conflicts that arise from differing expectations, either stemming from an individual or imposed by others. Role-play is also regarded as an intentional instructional approach, involving active practice and group discussions of roles. Within classroom settings, complexities can be succinctly presented to enable students to discern these roles.

In this study, the cooperative learning model is implemented by role-playing method, which is applied to students when students work in groups. An analysis of the aforementioned research demonstrates that cooperative learning yields favorable outcomes in terms of academic accomplishment, motivation, understanding, critical thinking, and the learning process. In this theoretical framework, learning is viewed as a dynamic progression initiated by social interaction. When individuals engage in mutual interactions, they facilitate elevated levels of cognitive thinking and achievement, particularly when one participant in the interaction encounters difficulties comprehending or executing a task. The study above involved students with varying levels of proficiency collaborating on learning assignments. We believe this facilitates mediated interactions. Cooperative learning groups, through the help of mediation, more gifted students help less gifted students achieve higher than

usual. Put differently, students who were less inclined to receive specific interventions targeting their challenges, which couldn't be adequately addressed within standard classrooms, were often placed in the average group. This could account for the improved performance observed within cooperative learning groups.

Frequently, educators employ cooperative learning methodologies such as group discussions, role-playing, and debates as a means to enable students to apply the language expressions they've acquired in class. This follows individual learning where each student generates ideas (Li, 2015; Lv, 2014; Wang, 2013).

## **2.2 Role-play**

Multiple researchers highlight and elucidate the advantages of intensive role-playing techniques, illustrating that comprehension solidifies as students process and assimilate auditory information. Through analyzing diverse behaviors in various situations, individuals can draw comparisons and make decisions. The role, in this context, serves as a convenient tool to define, recognize, and categorize patterns and actions (Van Mens, 1983). Student expectations hinge on the appearance, conduct, and characteristics of specific individuals, enabling them to predict actions within a given context. Ladousse (1987) underscores that social roles can be attributed to commonplace scenarios, such as teachers, engineers, police officers, secretaries, presidents, or even instances of delinquency. Roles function as vehicles for exhibiting group norms and societal competence in dealing with individuals or collectives.

Ones (1982) elucidates that students should assume accountability for their respective roles and strive to expand their outcomes within the context in which they are situated. Entire classes can engage in role-playing, leading to both enjoyment and improved language education and acquisition.

Cornett (1999) demonstrated that students enhance their language fluency and oral communication skills, including incorporating nonverbal communication, through engagement in role-playing activities. These techniques hold particular importance for foreign language learners who may not frequently use the target language at home, as they are motivated to utilize the language and thus enhance their fluency when involved in role-playing opportunities. Role-playing is crucial in enabling learners to step into various roles and contemplate how those roles might respond. Consequently, role-playing can be comprehended from various angles, encompassing individuals' responses, values, emotions, attitudes, and inner characteristics.

Holt and Kysilka (2006) posit that role-playing strategies are captivating and contribute to educational advancement. These methods can be applied in promoting peer-to-peer communication among students and aiding English as a Foreign Language (EFL) learners in comprehending the significance of collaboration and fostering a genuine interest in the learning process.

Mitchell (1977) affirms that the formation of groups is guided by four key components: observation, reflection, interaction, and planning. Interaction pertains to the dynamic among peers, observation involves peer feedback, reflection encompasses group members' thoughts, and planning outlines the method to attain shared outcomes. Through skillful application of these elements, students can effectively enhance their speaking abilities. Educators aspire to cultivate a classroom ambiance characterized by genuine tasks and actual communication, fostering improvements in speaking skills. Therefore, students are encouraged to collaborate and collaborate cohesively to attain these objectives. Harmer (1984) expounds that a variety of techniques exist for fostering oral expression, with role-playing being one of them. Role-playing encapsulates multiple social contexts and interactions, with the teacher providing students with themes related to emotions and perspectives within a designated role.

According to Thornbury (2006), dialogue refers to informal discussions between students, with a majority of them possessing the ability to participate in dialogues for language learning purposes. Among language students, there is a perception that enhancing communication skills is of paramount importance, and frequently, their primary objective is to develop proficiency in "conversation."

There are three distinct categories of role-playing: fully scripted role-playing games, semi-scripted role-playing games, and unscripted role-playing games. In fully scripted role-playing games, each student is provided with precise dialogue, necessitating understanding or memorization of their respective roles (Harper-Whalen & Morris, 2005). This classification encompasses instances where the model dialogue is provided within the instructional manual. Ultimately, the primary aim of conversation is to imbue each facet of language with significance and memorability. Goodbye (1986) suggested that this style of role-playing might be suitable for students at lower proficiency levels who are less acquainted with classroom scenarios. Semi-scripted role-playing games fall under a different category.

The second variation of role-play involves a model dialogue featuring a few omitted words, which students are expected to fill in with suitable terms for the given contexts (Livingstone, 1983). Consequently, students can adapt the principal conversation in a specific manner and formulate their own dialogue. This form of role-play can be categorized as semi-controlled, since the teacher or textbook offers language input, while students also contribute content, guided by a framework that outlines real-life scenarios. This style is applicable to students with beginner to intermediate proficiency levels, as they should be well-acquainted with fundamental procedural skills and aspire to advance to more intricate tasks. This semi-controlled role-play is comparatively less structured and controlled than fully scripted role-playing games.

The third form of role-play entails scenarios where students are provided with dialogue keywords (Dickson, 1989), key information, or context and objectives for tasks of a less regulated and controlled nature. In this type, students generate brief dialogues based on the aforementioned keywords, provided materials, or context, essentially filling in the gaps (Pi-Chong, 1990). Termed as unscripted role-playing, proponents argue that this approach is highly effective, offering opportunities for the application of language techniques within specific circumstances. Davies (1990) asserts that students can express their own viewpoints and ideas, constructing language that corresponds to their proficiency level, and enacting roles in accordance with the given context. Non-scripted role-playing proves beneficial for intermediate to advanced students, as it fosters open and unstructured interactions, sometimes requiring specialized skills such as problem-solving.

Based on the viewpoints provided by different experts as mentioned earlier, it can be deduced that integrating activities like role-playing into foreign language (EFL) education offers numerous benefits, notably in terms of enhancing the process of learning the target language.

### **2.3 Benefits of teaching with cooperative learning**

The application of cooperative learning in oral communication instruction has garnered substantial research attention (Zakaria and Zanaton, 2007). The majority of studies suggest that employing cooperative learning methods results in favorable perceptions of cooperative learning and enhances speaking proficiency (Ning & Hornby, 2010; Suhendan & Bengu, 2014; Yang, 2005).

The significant enhancements observed in the experimental group's performance on the interaction-based task corroborated Brown's (2007) and Kagan's (1995) theories, affirming that cooperative learning serves as a practical manifestation of the communicative approach in real-world contexts. These results supported Woods' (2013) assertion that cooperative learning

was the most effective instructional approach for improving students' communicative ability. The size of the classroom is one barrier to cooperative learning in the classroom, according to Yu (2004); if the class is large, pupils may have fewer opportunities to practice their English.

Furthermore, some researchers have been investigating the benefits of Teaching with Cooperative learning, Some of them are:

1. To enhance abilities in spoken English (Pattanpichet, 2011), comprehension of English reading (Bolukbas, Keskin, & Polat, 2011), and proficiency in English writing (Nasri & Biria, 2017).
2. To assist both high-achieving and low-achieving students in attaining their academic objectives with increased efficacy (Eric, 2000).
3. To help students with another to learn academic content (Amedu & Gudi, 2017).
4. To facilitate aspects such as positive interdependence, individual accountability, interactive encouragement, social competencies, and collective evaluation (Johnson & Johnson, 1999).
5. To produce higher learning achievement and motivation (Kim, 2006).

Above all, one commonly held belief about teaching practicum is that it is an important part of pre-service teachers' professional development and education before they begin teaching in the classroom. (Çelik, 2008, Jusoh, 2011). By understanding those aspects, pre-service teachers will be helped navigate in the right direction to reduce stress and increase success so that practicum benefits can be maximized (Çelik, 2008; Goh & Matthews, 2011).

## 2.4 Previous studies

Several authors have conducted research on the use of this method. They are (1) Muhlis, Program Pascasarjana Universitas Negeri Makassar (2018) (2) Manuel Delgado-García, Sara Conde Vélez & María de la O Toscano Cruz, University of Huelva, Spain (2021).

### 1. Muhlis (Program Pascasarjana Universitas Negeri Makassar, 2018)

The first research has been conducted by Muhlis (Program Pascasarjana Universitas Negeri Makassar, 2018) entitled Effect of Cooperative Learning Model on Motivation and Learning Outcomes Students on Colloid System Material at 4 Bantimurung Maros high school. In this study, researchers conducted their research at 4 Bantimurung Maros high schools to see how cooperative learning influences student learning outcomes in colloidal material. The researcher found that based on the results of the descriptive analysis of the data, it showed that the average value of students' learning motivation had increased. according to him, the application of the cooperative learning model can affect learning outcomes, because in the cooperative learning model prioritizing student involvement in activities learning because in a group consists from heterogeneous students, to complete student assignments both in groups and individually, students discuss with each other, some are acting as a peer tutor thus more student knowledge and understanding in depth on the material being discussed or discussed.

### 2. Manuel Delgado-García, Sara Conde Vélez & María de la O Toscano Cruz (University of Huelva, Spain 2021).

The subsequent study was conducted by Manuel Delgado-García, Sara Conde Vélez & María de la O Toscano Cruz (University of Huelva, Spain 2021) and is titled "Cooperative Learning at the University: Students' Opinions and Implementation of the Cooperative Learning Questionnaire (CLQ)". In this research, the investigators discovered that in order to foster the implementation of cooperative learning initiatives,

various aspects were identified that call for a reconsideration of how group work is organized. These include aspects such as individual roles within the group and the type of leadership exercised. Consequently, there is a need to outline specific strategies to ensure balanced participation within these cooperative groups. Such strategies involve the establishment of rotation of participation, alternating roles among group members, dedicating individual time within group sessions, and determining the optimal group size. The outcomes derived from this investigation hold significance in several aspects: (a) For integrating the competencies nurtured through collaborative efforts into the university curriculum, thereby augmenting the professional proficiencies associated with the formulation of varied methodological approaches. (b) For furnishing a reliable instrument that can be employed to assess the cooperative learning process across diverse university settings and adapted to various instructional contexts, including online environments. (c) For recognizing gender, age, or degree as factors for analysis that have the potential to yield consequential insights (correlations) regarding the distinct components that shape cooperative learning..

As evident from various studies, cooperative learning offers numerous substantial benefits within the teaching context. The following are some advantages that have been identified in these research studies: enhancing student engagement and motivation, improving concept comprehension, boosting social skills and communication abilities, advancing critical thinking skills, and enhancing self-confidence.

The elements of cooperative learning as instructional frameworks that the university students recognized are consistent with those highlighted in various studies, including Atxurra et al. (2015), Fernández-Ríos et al. (2017), Gil (2015), Johnson and Johnson (2014), D. Johnson et al. (2013), Kagan and Kagan (1994), Loh and Ang (2020), and Torrego and Monge (2019). Although these benefits are supported by several studies, it is important to remember that implementing effective

cooperative learning requires good planning, pedagogical support, and classroom management. In addition, differences in context and student characteristics can also affect the results. Therefore, it is important to consider these factors when implementing cooperative learning in teaching.

The author hopes that readers can apply cooperative learning properly and optimize the benefits that can be obtained by students in the learning process. You want to see readers become effective facilitators of learning and make a positive impact on students' academic and social development.