

Empowering English Language Learning: Unleashing the Potential of Cooperative Learning Model at SMKN 3 Takalar

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Abstract

The primary aim of adopting the cooperative learning approach in the context of English language learning is to investigate the potential improvement in students' English language competency within the X TKJ 3 class at SMKN 3 Takalar. The study used a research methodology known as classroom action research, commonly referred to as PTK (Praktikum Tindakan Kelas). The research was conducted over a span of two cycles. The statistics about student learning activities during the initial session of cycle 1 reveals an average activity level of 74%. Following this, during the subsequent meeting, there was seen a rise in the mean activity level, reaching 84%. The data regarding the advancement of student learning activities during cycle 2 meeting 1 indicated an average increase of 91%, which subsequently escalated to 96% during meeting 2. The findings from the study on the impact of cooperative learning model on English language learning outcomes in cycle 1 indicated an average score of 72. Furthermore, it was noted that a significant proportion of students, specifically 50%, were able to successfully attain the intended learning outcomes. During the second cycle, a notable rise was observed, as shown by an average score of 81 or a completion rate of 100% among the student population. Therefore, it can be deduced that the utilization of cooperative learning models holds the capability to augment the outcomes of English language acquisition among students in class X TKJ 3 at SMKN 3 Takalar.

Keywords: Learning model, cooperative learning, English Language Learning

INTRODUCTION

The main goal of acquiring the English language is to improve proficiency in the four essential language competencies, namely listening, speaking, reading, and writing. Moreover, the inclusion of English subjects in the Indonesian education system serves as a flexible discipline that aids in the acquisition of program competencies across many fields of knowledge. The main goal of English education in SMA/SMK/MA institutions is to provide students with the essential knowledge and skills required to support the achievement of program competencies. English language education aligns with the curriculum guidelines by including a varied selection of textual resources, encompassing extensive functional texts

such as tales, descriptive compositions, and conversational recalls, alongside writings that encompass a broad spectrum of topics.

In order to attain this objective, it is imperative to maintain an innovative learning model within the classroom to facilitate the learning process. The implementation of innovative learning methodologies has the potential to enhance students' excitement and motivation towards the learning process (Arham & Ariani, 2020). The cooperative learning model is one of the learning models that can be employed to accomplish this objective.

The cooperative learning model is an instructional approach that prioritizes the active engagement of all learners through collaborative group discussions (Chen, 2021; Aslan Berzener & Deneme, 2021; Alghamdy, 2019). The group comprises a diverse set of learners with varying abilities, with the objective of enhancing student engagement and participation in the learning process. The cooperative learning model was established with the premise that the educational experience can be enhanced via the facilitation of student-led instruction. Cooperative learning offers students the opportunity to acquire knowledge from two primary sources of learning: instruction provided by teachers and engagement with fellow learners (Wena, 2009). According to Hasanah and Ahmad (2021), cooperative learning offers several benefits. These include positive interdependence, which fosters a sense of mutual reliance among students. Additionally, cooperative learning recognizes and addresses individual differences, ensuring that all students are actively engaged in the learning process. Furthermore, this approach involves students in class planning and management, creating a relaxed and enjoyable classroom environment. Cooperative learning also facilitates the development of warm and friendly relationships among students, while providing ample opportunities for the expression of positive emotional experiences.

The cooperative learning model was selected as the preferred approach in this study because to its emphasis on student-centered learning (SCL). This would enhance the significance and enjoyment of the learning process as students are able to access knowledge from many sources.

METHOD

The research methodology employed in this study is classroom action research. Classroom action research is characterized by a series of iterative phases, namely planning, implementation, observation, and reflection, as highlighted by Rahmat and Puspitasari (2021). The data can be categorized into two distinct types: process data and outcome data. The term "process data" refers to the many activities undertaken by students during the learning process. On the other hand, "outcome data" pertains to the results of English learning, namely the assignments completed by a group of 20 students from class X TKJ 3. The data gathering methods employed in this study encompassed the utilization of observation sheets and assignments. The acquisition of knowledge is facilitated through the utilization of observation to gather data on the learning process, while English language proficiency is assessed through the completion of assignments to collect data on learning outcomes. The techniques utilized in the execution of classroom action research encompass student activity observation sheets and English learning tests/tasks. The research methodology employed in this study utilizes a cyclical framework comprising of four key stages: planning, implementation, observation, and reflection. Once the data has been collected, it will subsequently undergo analyzed employing both qualitative and quantitative methodologies. The analysis of process data is conducted using qualitative methods, whereas the analysis of data derived from student performance assessment is conducted using quantitative methods (Rahmat & Puspitasari, 2021).

FINDINGS AND DISCUSSION

The application of cooperative learning model in English learning for Class X Students of SMKN 3 Takalar aims to increase students' motivation/enthusiasm and learning outcomes. Below are the results of the study.

Cycle 1 Data Analysis Results

a. Data Analysis of the Implementation Process of Cooperative Learning Cycle 1 Meeting 1

Based on the findings derived from the observations of student activity subsequent to the first meeting, it can be concluded that learning falls within the realm of inactivity. The mean level of student engagement observed during the meeting was 74%. This finding can be attributed to the students' lack of adherence to the cooperative learning paradigm, which hindered their ability to fully engage with the learning process. Several students were seen to be passively disregarding the provided learning steps. Furthermore, students exhibit a passive demeanour when presented with the opportunity to engage in discussions and dialogues regarding the condition of their local community environment.

b. Data Analysis of the Implementation Process of Cooperative Learning Cycle 1 Meeting 2

The mean level of student engagement during cycle 1 meeting 2 was 84%. This can be attributed to the presence of certain students who exhibit limited participation and reluctance to contribute or express their thoughts during group discussions. Furthermore, the students' inadequate English vocabulary resulted in a lack of confidence when presenting the outcomes of their discussions to the class.

c. Data Analysis of English Learning Outcomes Using Cooperative Learning Cycle 1

The average score of students in class X TKJ 3 SMKN 3 Takalar cycle 1, determined from data on the results of English learning utilizing the cooperative learning methodology, was 72. The assessment criteria utilized in this educational context encompass the domains of grammar, fluency, pronunciation/intonation, and vocabulary. Based on the findings derived from the conducted data analysis, it is evident that a considerable number of student scores have yet to meet the prescribed minimum criterion for satisfactory completion. The assessment of students' English learning results through the implementation of the cooperative learning model cycle 1 is presented in table 1.

Table 1 English Learning Outcome Data Cycle I

Category	Value Range	Frequency	Percentage
Very good	85-100	1	5%
Good	75-84	9	45%
Simply	65-74	8	40%
Less	55-64	2	10%
Total		20	100%

The data presented in Table 1 pertains to the outcomes of English language acquisition among students in Class X TKJ 3 SMKN 3 Takalar, utilizing the cooperative learning paradigm during the first cycle. According to the provided table, it is evident that a proportion of 1 or 5% of students fall within the category of "very good." Additionally, the "good" group encompasses 9 students or 45% of the total population. Furthermore, the "sufficient" category comprises 8 students, accounting for 40% of the sample. Lastly, the

"less" category consists of a mere 2 students, representing 10% of the overall student population.

One possible explanation for this phenomenon is that students exhibit a lack of enthusiasm and confidence when it comes to engaging in the learning process. Students are accustomed to employing instructional approaches that prioritize the teacher and are contextually oriented. When presented with an innovative learning approach or model, students often exhibit a passive attitude and rely only on the teacher for the delivery of educational content. Furthermore, students experience a sense of stress associated with the acquisition and retention of terminology. The restriction of vocabulary has a crucial role in determining grammatical structure. The ability of students to construct coherent sentences and engage in effective oral communication is hindered when their vocabulary is restricted.

Table 2 Standard Minimum Completion Criteria Cycle I

Value	Frequency	Percentage
Completed 75 and above	10	50%
Incomplete 75 and below	10	50%
Total	20	100%

Table 2 presents the minimal completion criteria values of students in class X TKJ 3 at SMKN 3 Takalar throughout cycle 1. The current study indicates that the implementation of the cooperative learning model in cycle 1 had resulted in English learning results among students that fall within the incomplete group. Based on the findings of the assessment, it has been determined that a maximum of 10 or 50% of students achieved the minimum passing score or were classified as being in the complete category. Additionally, a maximum of 10 or 50% of students obtained scores below or were categorized as being in the incomplete group.

d. Cycle I Reflection

Reflection in class action research is a critical step that involves evaluating the progress and effects of an educational intervention. This evaluation is conducted through the analysis of activity observation sheets and English learning outcomes, specifically in the context of utilizing cooperative learning models in a class X TKJ 3 at SMKN 3 Takalar. In the first cycle of research, it has been observed that student learning activities continue to fall under the inactive category. One possible explanation is that students may lack familiarity with collaborative learning environments. Currently, the English instructor in the classroom continues to employ traditional methodologies, so influencing the students' capacity for autonomous learning. Furthermore, it is evident that the English language proficiency of students is significantly deficient. One possible explanation for this phenomenon is the low English vocabulary possessed by students, leading to a deficiency in self-assurance when confronted with the challenge of public speaking in a classroom setting.

The aforementioned findings were deliberated about in a collaborative manner with the class teacher, with the aim of ascertaining the further actions and pedagogical approaches. Hence, according to the findings derived from the observations conducted during the first cycle of the learning process, it can be classified as being in the inactive category. Based on the established KKM threshold of 75, it can be inferred that the implementation of the cooperative learning model in the English language instruction for class X TKJ 3 at SMKN 3 Takalar is incomplete and has progressed to the second cycle.

Cycle 2 Data Analysis

a. Data on the Process of Implementing the Cooperative Learning Model Cycle 2 Meeting 1

The primary objective of taking into account the second cycle of learning is not solely centered on achieving proficiency in the subject matter, but also on augmenting the English vocabulary of students. The utilization of the cooperative learning model in English language instruction has yielded notable improvements in student engagement and performance. However, it is worth noting that a small portion of students still exhibit limited participation or appear to be disengaged during the learning process. The mean level of student participation during meeting 2 was 91%. This phenomenon persists due to the presence of students who exhibit a deficiency in self-discipline when it comes to attending class. The individuals were observed engaging in various activities both inside and outside the classroom, lacking a discernible objective. Furthermore, it is worth noting that there exists a subset of students who continue to struggle with the proper utilization of the word box. This particular issue has a significant impact on students' levels of self-assurance and eagerness to engage in academic pursuits.

b. Process Data of Cooperative Learning Model Implementation Cycle 2 Meeting 2

The utilization of the cooperative learning model in English language instruction has been found to significantly enhance student engagement and participation, as evidenced by the outcomes of observational studies on student learning activities. The level of student participation during the second meeting of cycle 2 exhibited a notable increase, reaching 96%. The impact of students' confidence and enthusiasm on the learning process was significant.

c. Data Analysis of English Learning Outcomes Using the Cooperative Learning Model Cycle 2

The present study examines the data analysis pertaining to the efficacy of English learning tasks implemented through the cooperative learning model among students enrolled in X TKJ 3 SMKN 3 Takalar during the second cycle. The findings reveal that the average score achieved by the students was 81. Furthermore, the clarity of intonation and pronunciation of words is enhanced, aligning with grammatical rules. However, it is worth noting that certain students may still exhibit a lack of confidence in this regard. The incorporation of learning assessment demonstrates that students possess the ability to construct sentences both orally and in written form. The students demonstrated their ability to articulate arguments or express opinions pertaining to the subjects that were deliberated about throughout the group talks.

Table 3 Data on English Learning Outcomes Cycle I

Category	Value Range	Frequency	Percentage
Very good	85-100	8	40%
Good	75-84	12	60%
Simply	65-74	0	0%
Less	55-64	0	0%
Total		20	100%

Based on the provided table, it is evident that the second cycle of English language instruction resulted in notable advancements in students' learning outcomes. Specifically, 8 students, accounting for 40% of the total, achieved a very good level of proficiency (SB), while 12 students, constituting 60% of the cohort, attained a good level of proficiency. Notably, no students fell within the sufficient or deficient categories.

Table 4 Students' Minimum Criteria for Completeness (KKM) Standard Value Cycle II

Value	Frequency	Percentage
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Completed 75 and above	20	100%
Incomplete 75 and below	0	0%
Total	20	100%

The findings from the data analysis of English language acquisition utilizing the cooperative learning approach during cycle II revealed that a total of 20 students, including the entire class X TKJ 3 of SMKN 3 Takalar, achieved proficiency in the subject. According to the established criterion of classical completion, a student's achievement of a KKM score is deemed successful or complete when it reaches 85%. Hence, it can be inferred that the use of the Cooperative Learning Model in English education for students of Class X TKJ 3 at SMKN 3 Takalar during Cycle II has shown favorable outcomes.

d. Cycle II Reflection

Based on the findings derived from the collaborative efforts of researchers and teachers during the second cycle of observations on student learning activities, it has been determined that the level of excitement and drive exhibited by students towards their learning endeavors is highly commendable. The students have demonstrated a sense of self-assurance in presenting their viewpoints before the entire class. In the second cycle, there has been a notable increase in the significance of English learning assignments for students. During the first cycle, the mean score achieved by students was 72, which subsequently rose to 81 in the second cycle. Hence, it can be inferred that the implementation of the Cooperative Learning model in English Language Learning for students in class X TKJ 3 SMKN 3 Takalar has been deemed comprehensive and effective.

Discussion

The present investigation was undertaken utilizing initial observations produced by academics affiliated with the educational institution. Based on empirical evidence, it is evident that the mean score achieved by students in the domain of English language acquisition is 70. Indeed, the aforementioned mean score fails to satisfy the predetermined threshold of completion criteria established by the educational institution, which stands at 75. The rationale behind this observation is because teachers predominantly employ confessional or lecture-based instructional approaches. The occupation of lecturing may appear to be straightforward as it primarily involves the dissemination of information by the instructor. However, it is evident that a significant number of educators lack proficiency in implementing the lecture approach, resulting in a perceived lack of engagement in the learning process (Hascan & Nur Saidah, 2020).

The duration of the learning process at SMKN 3 Takalar spans 8 hours, employing a full-day system that operates for 5 consecutive days from Monday to Friday. However, during the execution of the educational program, students often experience a sense of disinterest and ennui while they engage in the learning process due to the utilization of less engaging instructional techniques employed by educators. Teachers are sometimes constrained to delivering instructional content without taking into account the individual features and needs of their students. Furthermore, the environmental conditions and educational resources provided are not as conducive to learning. This perspective aligns with the viewpoint articulated by Nurlaila (2020), wherein the determinants of academic achievement are categorized into four distinct groups: (1) student-related factors, (2) teacher-related factors, (3) learning environment-related factors, and (4) social environment-related factors.

One of the challenges faced by students during the initial phase of learning, known as cycle 1, was their unfamiliarity with adhering to the structured learning process outlined in lesson plans. The learning process can be significantly influenced by the character and

environment of students when a new approach or model is implemented (Nugroho et al., 2020).

According to Susanthi (2021), the acquisition of English language proficiency is a highly intricate process due to the inclusion of four fundamental skills: reading, writing, speaking, and listening. According to Megawati (Susanthi, 2021), three language aspects, namely pronunciation, vocabulary, and grammar, are crucial in facilitating the development of the four language abilities. These factors have consistently posed challenges in the process of acquiring English proficiency. In order to cultivate the aforementioned four reading abilities, it is imperative for educators to possess the ability to effectively employ and integrate progressive pedagogical approaches, such as cooperative learning.

According to Wahyuni and Abadi (Ramdhani & Izar, 2022), the use of the cooperative learning method is suggested as a potential solution to alleviate the challenges encountered by students during the English learning process. The implementation of the cooperative learning model in the English language learning process within class X TKJ 3 fosters increased student engagement and promotes collaborative problem-solving within teams or discussion groups. The execution of the second cycle of the study was enhanced by the students' ability to effectively employ the prescribed learning procedures. The students were organized into smaller groups in order to provide mutual assistance and reminders among peers. The proficiency of students' vocabulary significantly impacts their capacity to comprehend verbal exchanges. Furthermore, the students possess the ability to construct grammatically accurate phrases both verbally and in written form.

CONCLUSION

Based on the research results, the implementation of the cooperative learning model in English language learning for Class X TKJ 3 students at SMKN 3 Takalar has shown promising results. The research findings indicate that the cooperative learning model has led to increased student engagement, motivation, and learning outcomes (Bećirović et al., 2022). There was a significant improvement in student participation and performance from the first cycle to the second cycle. The cooperative learning model contributed to the enhancement of students' English language proficiency, as evidenced by the higher average scores achieved by students in the second cycle. This research provides novel insights into the application of the cooperative learning model specifically for English language learning in this class and school context. It highlights the effectiveness of utilizing this model to address students' lack of enthusiasm and confidence (Bećirović et al., 2022), as well as their restricted vocabulary (DEMİREL, 2019; Gashti, 2021), in English language learning. These findings contribute to the existing body of knowledge on cooperative learning and emphasize the importance of employing innovative and student-centered teaching methodologies to enhance the learning experience and outcomes in the English language classroom.

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