

CHAPTER 1

INTRODUCTION

1.1 Background of Study

In the realm of education, language mastery is regarded as a skill, implying that students cannot achieve fluency merely by studying theory; practical application is essential. English is a mandated subject within the Indonesian curriculum across all grade levels, necessitating both theoretical comprehension and practical usage for proficiency attainment.

Given that English is a foreign language in Indonesia, students often encounter challenges in its acquisition. Consequently, educators bear significant responsibility in facilitating student comprehension of the subject matter. The selection of appropriate teaching methodologies emerges as a crucial factor in this regard, as it greatly influences students' grasp of the content. When teachers employ suitable methods, students are more likely to comprehend the material effectively. Thus, to foster an optimal English learning environment, educators must devise effective strategies and meticulously prepare for instruction.

Successful language learning in a classroom setting relies on a balanced blend of subconscious language acquisition and deliberate study activities. Not all strategies are suitable for teaching all English subject materials, occasional modifications by teachers to achieve optimal results. The chosen strategy should facilitate student language practice. Ismail (2023), suggests that high-quality learning is meaningful, deep, transformative, and metacognitive. Meaningful learning connects to prior knowledge and addresses real societal and human needs. Deep learning involves actively seeking justifications for knowledge and testing theoretical and empirical consequences. Transformative learning builds upon existing knowledge and expertise to solve real problems from different

perspectives. Metacognitive learning involves monitoring and promoting one's learning process.

The fundamental activities in the educational setting revolve around the interactions between teachers and students, with learning activities serving as the core element in assessing the quality of education. Effective teaching significantly impacts students' motivation and achievement, creating a conducive learning environment. The utilization of diverse teaching styles that optimize student enthusiasm is essential for a vibrant classroom.

The researcher had the opportunity to observe at SMPN 3 Purwokerto for one month, which originated from an internship initiative organized by the university during the fifth semester. This program allowed the researcher to witness firsthand the implementation of cooperative learning methods within the teaching framework at SMPN 3 Purwokerto. It was evident that each teacher applied various forms of cooperative learning techniques tailored to their subjects and teaching styles. According to Rahmawati (2022) cooperative learning emphasizes group work where students work together to achieve shared goals, promoting positive interdependence and individual accountability. From the researcher's observations, some teachers utilized group discussions and collaborative projects to encourage active participation and peer learning among students. These activities not only fostered a sense of teamwork but also promoted critical thinking and problem-solving skills among the students. Additionally, other teachers incorporated cooperative learning strategies such as jigsaw activities and think-pair-share exercises to create a supportive learning environment where students could exchange ideas and learn from each other's perspectives.

Furthermore, the researcher observation internship in the fifth semester at SMP N 3 Purwokerto highlighted the versatility and effectiveness of cooperative learning in enhancing student engagement and academic achievement. Despite the varied approaches employed by

different teachers, the overarching goal remained consistent to create a dynamic and interactive classroom environment where students are actively involved in their learning process. Through cooperative learning, students not only acquire subject knowledge but also develop essential interpersonal skills such as communication, collaboration, and empathy. Overall, the researcher observation underscored the importance of implementing diverse cooperative learning strategies in promoting student-centered learning and fostering a collaborative spirit within the school community.

For AMSP (Asisten Mengajar Satuan Pendidikan) program, the researcher participated AMSP program in the seventh semester at MA Al-Ikhsan Beji. The researcher had the opportunity to immerse the researcher in the teaching environment and witness the impactful utilization of cooperative learning methods. As someone who frequently employs cooperative learning techniques in my teaching practice, the researcher was particularly impressed by the effectiveness of this approach at MA Al-Ikhsan Beji. Throughout my AMSP program, the researcher observed how cooperative learning not only facilitated a better understanding of the subject matter but also fostered a sense of camaraderie and collaboration among the students. It was evident that students were more engaged and motivated during classroom activities, as they actively participated in group discussions, problem-solving tasks, and peer teaching sessions.

Moreover, the joy and enthusiasm displayed by the students during cooperative learning activities further reinforced my belief in the effectiveness of this teaching method. Witnessing students enjoy the learning process while actively contributing to their own and their peers' academic growth was truly gratifying. The supportive and inclusive learning environment cultivated through cooperative learning not only enhanced academic achievement but also nurtured important life skills such as teamwork, communication, and empathy among the students. The researcher experience AMSP at MA Al-Ikhsan Beji reaffirmed the

researcher commitment to integrating cooperative learning methodologies into my future teaching endeavors, recognizing its profound impact on both academic success and student well-being.

Given the importance of varied teaching approaches, the teacher's role in implementing different learning models becomes crucial for maintaining a lively classroom atmosphere. Training activities focused on applying cooperative learning models can significantly enhance teachers' performance, aligning with the educational philosophy of honing compassion and fostering care. The success of students collectively tackling specific topics becomes a primary indicator of effective learning within this model.

The technique for teaching English can be changed at any time. The strategy should be engaging and focused on the students. Cooperative learning is one of the teaching methodologies (CL). Students are more engaged in the learning process using this technique since they will learn more by constructing and creating, working in groups, and sharing knowledge. Nonetheless, personal responsibility remains the most important factor in learning English. According to Asyiyah 2011, cooperative learning (CL) is said to be able to allow students to participate in discussions, have the confidence to think critically, and be willing to accept responsibility for their learning. Although it emphasizes students' active participation, this does not preclude teachers from participating in the classroom. In the learning process, the teacher takes on the roles of designer, facilitator, and guide.

1.2 Research Questions

1. How does the teacher implement cooperative learning method in teaching English at SMPN 3 Purwokerto?

1.3 Objectives of the Study

1. To describe how the teacher implement cooperative leaning method in teaching English at SMPN 3 Purwokerto.

1.4 Significance of the Study

After this research, the researcher aims to provide benefits to teachers, students, researcher, and readers.

1. Teachers stand to gain from the study's findings, which will offer new insights and methodologies for teaching English through cooperative learning at SMPN 3 Purwokerto.
2. Through the implementation of cooperative learning, students may benefit from a more interactive and collaborative learning environment. This study may encourage student participation, foster peer learning, and improve their confidence and motivation in learning English.
3. This study can serve as a useful foundation or reference for future researchers who are interested in investigating the use of cooperative learning strategies in language teaching or other subjects. It offers a practical example of implementation in a real classroom setting.
4. The findings of this study may enrich the understanding of readers who are interested in educational methods, especially those related to student-centered learning. It may also inspire readers to explore more about cooperative learning in the context of secondary education.

The scope of this study is focused on the implementation of the cooperative learning method in teaching English at SMP Negeri 3 Purwokerto. This research aims to explore how cooperative learning can enhance student engagement and language acquisition in the classroom setting. While the study acknowledges the use of various teaching methods, it specifically examines the effectiveness and challenges of the cooperative learning approach from both the teacher's and student's responses.

This research is limited to English language classes conducted at SMP Negeri 3 Purwokerto during the academic year 2024-2025. The findings may not be generalizable to other schools or subjects, as the study is context-specific. Additionally, the research will focus on a selected group of teachers and students, which may affect the breadth of insights gathered regarding the cooperative learning method.

1.5 Definition of the Key Terms

1. Cooperative Learning

Cooperative learning is an instructional strategy that emphasizes students working together in small groups to achieve shared learning goals. Fitriani (2022) define cooperative learning as "the instructional use of small groups so that students work together to maximize their own and each other's learning." This method encourages collaboration, communication, and critical thinking among students.

2. Teaching Method

A teaching method refers to the principles and techniques used by educators to facilitate learning. According to Brown in Suarsana (2021), teaching methods encompass various strategies that aim to engage students and enhance their understanding of the material being taught. The choice of teaching method can significantly impact students' motivation and learning outcomes.

3. English Language Teaching (ELT)

English Language Teaching (ELT) refers to the practice of teaching the English language to non-native speakers. Harmer in Sri Hayati (2017) explains that ELT involves the integration of various skills, including listening, speaking, reading, and writing, to develop learners' proficiency in English. Effective ELT strategies are essential for fostering language acquisition and communication skills.

4. SMP Negeri 3 Purwokerto

SMP Negeri 3 Purwokerto is a public junior high school located in Purwokerto, Indonesia. The school serves students in grades seven through nine and aims to provide quality education in accordance with national standards. This study will specifically examine the implementation of cooperative learning methods within the English language curriculum at this institution.

