

CHAPTER 2

LITERATURE REVIEW

2.1 Cooperative Learning Method

2.1.1 Definition of Cooperative Learning Method

Cooperative learning is an approach that involves pairing and grouping learners in the classroom to collaborate on learning and problem-solving tasks. Sa'diyah (2023), define cooperative learning as group learning structured to rely on the socially mediated exchange of information among learners in groups. Each learner is held responsible for their learning and is motivated to enhance the learning of others.

In Bloom's Taxonomy, the cognitive domain includes various levels of thinking that help students understand and apply material. In cooperative learning, the first three levels of this domain remembering, understanding, and applying play a significant role in enhancing learning effectiveness. At the remembering stage, students are expected to memorize and recognize information provided by the teacher. In cooperative learning methods like cooperative learning, each student is given a small portion of the material to learn and remember together (Fahrudin, 2017). This process helps reinforce students memory as they take responsibility for the information they learn.

This definition suggests that in cooperative learning, students engage in group learning where the learning process is driven by the members of the group. They activate group learning by sharing information, thereby motivating the learning process and reducing students' anxiety.

In the context of language learning, Laal (2020) defines cooperative learning as the grouping of students, often with varying levels of proficiency in the second language, who collaborate on specific tasks

or projects, ensuring that all students benefit from the interactive experience.

From this definition, it can be concluded that in second language learning, students with differing language levels can work together in groups, engaging in interactive communication and collectively learning the material, thereby reaping numerous benefits from the process.

In the cooperative learning method, students collaborate in teams of four or five members to master the material presented by the teacher to the entire class. The teacher's role is to facilitate rather than instruct, allowing students to share ideas and solve problems together to achieve group goals. This approach fosters students' personal and social development indirectly by promoting active and independent learning in a student-centered environment.

Johnson and Johnson in Aiman (2018) emphasize that students are at the center of the learning process in cooperative learning, where they learn actively and independently in groups. This approach is deemed more effective than teacher-centered learning. Students collaborate to share ideas and solve problems, ultimately enhancing their motivation to learn.

The implementation of cooperative learning at SMPN 3 Purwokerto generated positive responses from students, aligning with Slavin (2019) theory of cooperative learning, which emphasizes the importance of group work to enhance academic achievement and social skills. Students noted that working in groups made the classroom environment more engaging and dynamic. This aligns with Luc Watrih (2019) findings that cooperative learning increases student motivation by fostering a sense of responsibility for both individual and group learning outcomes.

Moreover, students reported that cooperative learning helped them to better understand the material, particularly when dealing with

complex topics. This can be explained by Vygotsky's in Orawiwatnakul (2020) Zone of Proximal Development (ZPD), which suggests that students benefit from interacting with peers who may have a deeper understanding of the subject. In group settings, students had the opportunity to explain and clarify concepts with each other, enhancing their grasp of the material through social interaction and collaborative problem-solving.

In addition to improving academic understanding, cooperative learning also contributed to the development of students' communication and social skills. As Gillies (2007) noted, cooperative learning helps students to develop their ability to communicate effectively and work collaboratively.

2.1.2 Characteristics of Cooperative Learning

According to Johnson, Johnson, and Smith (2021), cooperative learning is a structured form of group learning where students work together to achieve shared academic goals. It is characterized by five essential elements that distinguish it from simply working in groups:

1. Positive Interdependence

Each group member perceives that they are linked with others in a way that one cannot succeed unless everyone succeeds. This interdependence motivates students to support and rely on one another to accomplish shared objectives.

2. Individual Accountability

Every student is held accountable for their individual contribution to the group's work. This ensures that no one can "free ride" on the efforts of others, and that each member learns the material and contributes actively.

3. Promotive Interaction

Group members engage in face-to-face interactions where they encourage, assist, and support each other's learning. This often

involves explaining concepts, discussing problems, and giving constructive feedback.

4. Interpersonal and Social Skills

Successful cooperative learning requires the development and application of social skills such as leadership, effective communication, decision-making, trust-building, and conflict resolution. These skills are explicitly taught and practiced within the group.

5. Group Processing

The group periodically reflects on its functioning, discussing what actions were helpful or unhelpful, and making decisions about what behaviors to continue or change to improve group effectiveness in the future.

2.1.3 Type of Cooperative Learning

Kagan (2018) also introduced several cooperative learning techniques, including Jigsaw, Round Robin Brainstorming, Three Minutes Review, Numbered Head Together, Team Pair Share and Team Based Project.

Table 2.1.3 Characteristics and step

No.	Type of Cooperative Learning	Characteristics	Steps
1.	Jigsaw	- Students work in groups, which can be either homogeneous or heterogeneous. - Each student holds a unique piece of the material that they must learn and teach to their group members.	1. The teacher divides the material into several smaller parts. 2. Students are divided into groups, and each student within the group is given a

		- There is positive interdependence among group members, as each student holds different parts of the material.	different piece of the material. 3. Each student studies their assigned material independently. 4. After understanding their material, the students teach their section to the rest of their group. 5. The group combines the understanding from all parts of the material.
2.	Three Steps Interviews	- It involves sequential paired interviews. - Each student takes turns as both the interviewer and the interviewee. - After the interviews, the results are shared with the entire group, allowing for collaboration and reflection.	1. Students are divided into small groups. 2. In pairs, one student interviews the other, while the other listens. 3. After the first round, they switch roles: the interviewer becomes the interviewee, and vice versa. 4. Each pair then shares the results of their interviews with the entire group.
3.	Round Robin Brainstorming	- It involves a structured group discussion where each student gets a turn to speak.	1. Students are divided into groups of 4 to 6 people. 2. The teacher asks a question with multiple possible answers.

		- Students take turns expressing ideas or answers orally. - One student acts as the recorder, writing down all the answers from the group members.	3. Each student is given time to think about their answer or opinion individually. 4. Students take turns speaking and giving their answers, while one student from the group records the responses. 5. Each student gets a chance to speak, and the discussion continues until all ideas are collected. 6. One student from the group then shares the group's discussion results with the entire class.
4.	Three Minute Review	- It involves a quick three-minute review within groups during the middle of the lesson. - The teacher can stop the lesson at any point to allow groups to review. - Students discuss, clarify, and ask questions about any material they do not understand.	1. The teacher teaches the material to the whole class. 2. At a certain point during the lesson, the teacher pauses and gives students three minutes to review within their groups. 3. Students in the group discuss the material, ask questions, or clarify any difficulties they encountered. 4. After the three minutes, the teacher resumes the lesson or addresses

			any questions that arose during the review.
5.	Numb/ered Heads Together	- Each group member is assigned a unique number (e.g., 1, 2, 3, 4). - Individual reflection occurs before group discussion. - Group members collaborate to decide the best answer collectively. - The student whose number is called presents the group's reasoning to the class.	1. The teacher divides the students into small groups and assigns each student a different number. 2. The teacher poses a question, and students reflect individually before discussing it with their group. 3. Students discuss the answers in their groups to find the best possible response. 4. The teacher randomly calls a number, and the student with that number explains the group's answer. 5. The class evaluates the responses given by each group.
6.	Team Pair Share	- The activity starts with team collaboration, followed by pair work, and ends with individual work. - Students receive support from their peers before completing tasks independently. - It aims to foster independence after	1. Students work in teams to solve a task or problem. 2. After completing the task as a team, students work in pairs to solve the next task with less assistance from their peers. 3. After working in pairs, students complete the final

		collaborative learning.	task individually without any help. 4. The teacher evaluates the individual work to assess how well students understand the concept after working in teams and pairs.
7.	Team Based Project	- Each team member has a unique role or responsibility that contributes to the final group product. - Teams interact regularly to discuss, plan, make decisions, and solve problems collaboratively. - All students are expected to participate equally in the planning, development, and presentation of the project. - Students practice communication, leadership, conflict resolution, and decision-making skills throughout the project.	1. Teacher introduces the theme or problem to be solved. 2. Teams of 3–5 students are formed (heterogeneous as much as possible). 3. Roles are assigned (e.g., Leader, Recorder, Time Keeper, Presenter). 4. Teams analyze the task and divide it into subtasks. 5. Teams collaborate to create a shared project (e.g., poster, video, skit, report). 6. Teams present their project to the class.

2.2 Review of Previous Study

Numerous studies have investigated the effectiveness of cooperative learning methods in English language instruction. The first study, conducted by Burhan Eko Purwanto et al in 2021, explored The Implementation of Cooperative Learning to Developed Management of Language Learning System. The focus was on the implementation of cooperative learning to develop the management of language learning systems.

The second study, undertaken by Habibi et al in 2019, delved into the Implementation of Cooperative Learning Model by Greeting and Question Technique to Improve Learning Outcomes: Quasi-Experiment.

In 2010, Jolliffe conducted a study titled “The Implementation of Cooperative Learning in a Networked Learning Community” which investigated teacher collaboration and professional development using cooperative learning in a community context.

Page A’s 2017 research, “Implementing Cooperative Learning: A Consideration of Barriers and Enablers,” reviewed barriers (e.g., teacher understanding, student skills, time) and enablers for successful CL implementation.

Lastly, Meganingtyas’s 2019 research, “The Implementation of Cooperative Learning at Primary Schools,” identified implementation practices, challenges, and solutions of CL in primary education.

In contrast, this thesis aims to provide a comprehensive overview of cooperative learning methods in English language instruction, without focusing on specific skills or techniques. The researcher intends to explore students’ responses to the implementation of cooperative learning across various aspects of English language teaching.

Table 2.1 Research gap

Research	Research title	Difference		Focused
		Method	Object	

First research (by Burhan Eko Purwanto et al in 2020)	The Implementation of Cooperative Learning to Developed Management of Language Learning System	Case Study	30 students at private school	The Implementation of Cooperative Learning to Developed Management of Language Learning
Second research (by Habibi et al in 2019)	Implementation of Cooperative Learning Model by Greeting and Question Technique to Improve Learning Outcomes	Quasi-experiment	Senior high school students	Focuses on a specific technique (greeting and questioning) within CL to improve learning outcomes
Third research (by Jolliffe, W. 2010)	The Implementation of Cooperative Learning in a Networked Learning Community	Case Study	Teacher learning community	Investigates teacher collaboration and professional development using cooperative learning in a community context
Fourth research (by Page, A. 2017)	Implementing Cooperative Learning: A Consideration of Barriers and Enablers	Literature review	Primary and secondary school settings	Reviews barriers (e.g., teacher understanding, student skills, time) and enablers for successful CL implementation

Fifth research (by Meganingtyas et al. (2019))	The Implementation of Cooperative Learning at Primary Schools	Qualitative (observation and interviews)	Elementary teachers and students	Identifies implementation practices, challenges, and solutions of CL in primary education
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