

## **CHAPTER 1**

### **INTRODUCTION**

#### **1.1 Background**

Teaching and learning English as a foreign language is certainly challenging. Besides the diversity of the students, the precision of teachers in determining the proper method will be able to help themselves in managing classroom activities and to help students reach their learning goals. Mina and Brady (2010) stated that cooperative learning has become a popular form of active pedagogy and commonly used in academic institution. It indicates that the affects of cooperative learning encourage significant positive progress of students in their learning. Therefore, several teachers decide to use cooperative learning as their teaching strategy in classroom activities. Thus, it can be concluded that cooperative learning method gathers students into group in order to accomplish their goals by utilizing the cooperation in group.

Cooperative learning (hereafter CL) refers to variety of learning method where the students with different learning ability work together in small groups to enhance better in classroom and to accomplish their shared learning goals as the core of learning and teaching activities (Tran Dat V. et. al, 2019; Setiawan & Ismaniati, 2018). CL is also described as an educational methodology based on small group of heterogeneous students who work together (Canabate et al., 2019). By gathering the heterogeneous students in one group, it is able to encourage their interpersonal relationship among other students. The discussion occurred in the group stimulates their trust, confidence and elaboration of the way they share ideas,

asking some questions, add some explanations and give some reasons and all of it are tied into cooperation. It is also supported by Johnson and Johnson (2011) that in cooperative learning, students of each group must have the trust that they have same learning goals or shared goals.

Cooperative learning is believed provides benefits and positive impacts for both teacher and students (Saborit et al., 2016; Surian & Damini, 2014; Kyndt et al., 2013). Hsiung (2012) study supported that cooperative learning could promote effective learning condition than individualistic learning. Effective learning condition could be showed as the students are engaged and attracted with material or tasks given and they focus learning and accomplishing it with their group members. It means that each students are able to fulfill their needs and accomplish their learning goals. Whereas in EFL context the need or the goal is to utilize the use of English as target language, Astuti and Lammers (2017) brought the good news that their study showed cooperative learning has significant contribution in promoting second and foreign language. It tends that CL brings significant benefits to help the EFL learners to accomplish their learning goals by giving them opportunities to elaborate their knowledge and the use of target language by group discussion. The study of Gudinge (2018) shows the results that cooperative learning put the teacher and students into joy atmosphere during learning teaching process and it also promotes motivation. In addition, cooperative learning helps the teacher to apply the appropriate method in managing classroom activity due to recognizing the types of learners or students is a good thing to do by teachers before starting the lesson.

Since CL is very helpful and essential method in students' learning, CL is close to cognitive view of learning which provides more opportunities for students to build up and evaluate their knowledge (Yassin et al., 2018). It is also supported by Casey and Goodyear (2016), cooperative learning can help learners to achieve the four basic learning outcomes: cognitive, social, affective and physical. In cooperative learning, students are supported to express their knowledge. Thus, they can share information to the others and receive new information from the others that is the basic of CL in supporting students' to build their knowledge. It is also included in CL essential elements formed by Johnson and Johnson (2011) that is CL assist promotive interaction which occurs when students share information, help, support, encourage and praise each other. The process stimulated the students to gain more meaningful knowledge and information as their learning goals or outcomes. For those reasons, CL is convincing and proven has significant role in enhancing students' learning outcomes that is disclosing wide opportunities for students to build their own knowledge by the intense interaction occurred.

Related to numbers of studies showed that CL provides significant effects toward students' learning, the present research intend to take part of its field. Even though many relevant studies conducted to CL show favorable results, however, it still get little scholarly attention on revealing how CL method works (Astuti and Lammers, 2017). It is the motive of the present study to raise the phenomena about cooperative learning exactly in EFL context in secondary school students. The present study intend to explore the students' cognitive perspective on cooperative learning implementation in EFL classroom. Cognitive perspective itself refers to

the way students build their knowledge through the interaction in CL. It is a descriptive case study which is going to focus on describing the cognitive perspective of students on the implementation of cooperative learning in classroom.

## **1.2 Formulation of the Problem**

Underpinning the notion stated by Johnson and Johnson (2011), cooperative learning has powerful effects and shows positive results, thus, the present study desires to discuss “What are students’ cognitive perspective on the implementation of cooperative learning in EFL classroom?”

## **1.3 Operational Definitions**

To avoid misinterpretation about the terms related to this study, the researcher provides some definitions, as follows:

**1.3.1 Cooperative Learning:** It is a learning method that suggest students to work together in cooperation to accomplish shared goals and promote their accountability in helping other member of group and finishing their individual work. It’s covered by five essential elements: positive interdependence, promotive interaction, individual accountability, social communication skill, and group processing.

**1.3.2 Students’ Cognitive Perspective:** It refers to the process of the way how the students formulate the information and new knowledge as the result of exchanging information process which further can help them to build their knowledge.

#### **1.4 Aim of the Study**

The present study aims to identify and find out students' cognitive perspective on cooperative learning implementation in classroom.

#### **1.5 Significances of the Study**

**1.5.1 Theoretical use:** This study will expand the information and understanding about cooperative learning, students' cognitive perspective on cooperative learning implementation in classroom.

**1.5.2 Empirical use:** This study will provide empirical insights about cooperative learning method works in classroom and what are students' cognitive perspective on cooperative learning implementation in classroom.

**1.5.3 Practical use:** This study will serve valuable information for the reader about cooperative learning and students' cognitive perspective and they are able to get better understanding about cooperative learning implementation especially in EFL context through students' perspective described as the result of the study.