

COOPERATIVE LEARNING IN TEACHING READING: *How does the English teacher perceive cooperative learning?*

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ABSTRACT

Learning to read is not merely a classroom requirement; it is a skill that empowers individuals, enabling them to navigate the complexities of the world and fostering a lifelong love for learning. The objectives of this research are formulated to investigate the English teacher of perception about cooperative learning. The study employed a case study research approach. A case study is a method used to gain a comprehensive comprehension of a subject or event in an authentic environment. The result study shows that The effectiveness of a teaching method is contingent upon various factors, including the specific context, learning objectives, and the preferences of both teachers and students. While cooperative learning has demonstrated efficacy in numerous scenarios, it is recognized that alternative methods may also be suitable depending on the unique needs and characteristics of the class. This highlights the value of educators being open to exploring and adapting different instructional strategies to best meet the requirements of their students.

Keywords: *Cooperative Learning, Reading Skill, Teachers' Perception*

INTRODUCTION

People's reading and daily lives activity are strongly linked since reading is beneficial in a variety of contexts. in social and professional life as well as in schooling. Reading is a fundamental skill with far-reaching implications for personal development and academic success. It Is not just about decoding words on a page; rather, it opens doors to a world of knowledge, imagination, and critical thinking. Research consistently highlights the vital role of reading in cognitive development and language acquisition.

Reading is crucial, and it is one of the key components of learning English. Many students struggle to read aloud and have trouble comprehending what they are reading. A student's ability to read is also necessary to develop solid goals and comprehension skills. Understanding written words is one method that students'

minds expand in their abilities, which is why reading is so vital for their mental development. Students who read can concentrate better on what is being said to them by others.

One of the methods that can be used to enhance reading skill is Cooperative learning. Cooperative learning is a highly effective pedagogical approach for teaching reading, as supported by research conducted by Erbil (2020), Hernández-Sellés, et al (2019), and Tran (2019). It fosters engagement, cooperation, and discourse among students, resulting in enhanced educational achievements. This strategy promotes collaboration among students, facilitating the exchange of ideas and the attainment of common learning objectives.

According to several experts. (Jacobs, 2002; Kagan, 1994; Slavin, 1995). Cooperative learning involves some important ideas to help students work together better. First, students are put into groups with different types of people to help them understand each other. They learn skills like teamwork and how to solve problems together. Students are also encouraged to figure things out on their own without relying too much on the teacher. Everyone in the group gets a chance to talk and contribute equally, so no one feels left out. Each student is responsible for their own learning, but they also help each other succeed. Cooperation is seen as both a way of learning and an important thing to learn. Lastly, it is important to reward students for doing well and trying their best.

RESEARCH METHOD

The study employed a case study research approach. A case study is a method used to gain a comprehensive comprehension of a subject or event in an authentic environment. It is a widely utilized research methodology across various disciplines. A case study is a comprehensive analysis of an individual, a collective, or a community, in which the researcher examines vast data pertaining to many elements. Case study data commonly, though not universally, exist in a qualitative format (Coombs, 2022). In this research, the researcher used some instruments of collecting data the following: Direct observation. Creswell (2009) defines observation as the act of collecting unstructured primary data by directly observing individuals and locations in a study

setting. An observational technique will be used to fully comprehend the use of cooperative learning in teaching reading. The researchers will develop his own observation checklist for the data collection. The observations will specifically examine the dynamics inside the classroom, interactions between teachers and students, and the use of cooperative learning practices. The observations will be undertaken throughout numerous sessions in order to provide a comprehensive perspective of the cooperative learning process.

FINDING AND DISCUSSION

Teacher's perception about Cooperative learning

Regarding the teacher's perception, the teacher understands cooperative learning as a method where students work in small, diverse groups, promoting mutual support and deeper learning. The teacher relies on textbooks, academic articles, and online resources to refine her approach. This method enhances collaborative and critical reading skills through active engagement and peer interactions, according to her. However, its effectiveness depends on factors like student needs and classroom dynamics. Recognizing the importance of context, the teacher also values diverse instructional strategies to meet varied student needs, offering insights into both the benefits and challenges of cooperative learning in their classrooms. For the rate of usage, the teacher also highlights how cooperative learning is beneficial but also states how she implements other teaching method.

Teachers' understanding about Cooperative learning

Here are the data of the teacher perception regarding the cooperative learning. This data provides a foundational understanding of cooperative learning of the teacher, which is crucial for investigating teachers' perceptions regarding its implementation for eleventh-grade students.

Extract 1. March 1st 2024

"Sepengetahuan saya, pembelajaran kooperatif itu adalah pendekatan dalam pembelajaran yang mana para siswa itu bekerja bersama di kelompok kecil yang terdiri dari siswa yang memiliki tingkat kemampuan dan keahlian yang beragam. Tujuan utamanya itu untuk menciptakan lingkungan belajar yang mendukung, di mana siswa saling dukung satu sama lain supaya mencapai tujuan pembelajaran yang ada. Juga pembelajaran kooperatif menurut saya,

siswa tidak hanya belajar dari guru tetapi juga belajar dari interaksi mereka dengan teman sekelompoknya. Pendekatan ini sebenarnya bisa memperkenalkan kolaborasi, komunikasi, pemecahan masalah bersama, dan tanggung jawab bersama di antara siswa-siswa" .

"To my understanding, cooperative learning is an approach to education in which students work together in small groups comprising individuals with diverse levels of abilities and skills. Its main objective is to create a supportive learning environment where students mutually support each other to achieve the learning goals. Additionally, in cooperative learning, students not only learn from the teacher but also from their interactions with their group peers. This approach can introduce collaboration, communication, joint problem-solving, and shared responsibility among students." .

In the data above, the teacher state her understanding of the essence of cooperative learning lays the groundwork for investigating teachers' perspectives on its implementation. Cooperative learning fosters collaborative environments where students actively engage with their peers, promoting mutual support and shared responsibility in achieving learning objectives. By comprehending this educational approach, teachers can offer valuable insights into its potential benefits and challenges when applied to eleventh-grade students.

Teachers' source of knowledge about cooperative learning

Furthermore, this data outlines the various resources utilized to acquire knowledge about cooperative learning, which aids in understanding teachers' perceptions of its implementation.

Extract 2. March 1st 2024

"Saya terbiasa menggunakan berbagai sumber teks, seperti buku teks, artikel akademik, sama materi pembelajaran online juga yang ada pembahasan konsep pembelajaran kooperatif."

"Saya kan bisa akses ke internet dan bisa mengakses informasi dari berbagai sumber online tentang konsep pembelajaran kooperatif, kayak jurnal akademis, situs web pendidikan, atau sumber lainnya"

"Saya juga ada berbagai buku dan publikasi terkait pendidikan yang didalamnya itu ada pembahasan pembelajaran kooperatif sebagai salah satu topiknya." .

"I am accustomed to using various text sources, such as textbooks, academic articles, as well as online learning materials that discuss the concept of cooperative learning."

"I can access the internet and can retrieve information from various online sources about the concept of cooperative learning, such as academic journals, educational websites, or other sources."

"I also have various books and publications related to education that include discussions on cooperative learning as one of their topics." .

This data illustrates the diverse range of resources utilized to understand cooperative learning, which is essential for examining teachers' viewpoints on its application. Through training materials, online sources, and educational publications, the AI writing assistant gains comprehensive insights into cooperative learning. This extensive knowledge base enables it to provide valuable support and information, facilitating a deeper exploration of teachers' perceptions regarding the integration of cooperative learning strategies for eleventh-grade students

Benefits of Cooperative Learning in Teaching Reading

This data presents reasons why cooperative learning can be beneficial in teaching reading to eleventh-grade students, aligning with the investigation of teachers' perceptions regarding its implementation.

Extract 3. March 1st 2024

"Pertama itu peningkatan Keterampilan Kolaboratif, Siswa bisa mendapatkan manfaat dari pembelajaran kooperatif dengan memperkuat keterampilan kolaboratif-nya mereka. Mereka bisa belajar bagaimana bekerja sama dengan rekan-rekan mereka dalam membahas teks, menganalisis informasi, dan memecahkan masalah bersama. Selanjutnya itu pemahaman yang Lebih Mendalam, karena dalam kerangka pembelajaran kooperatif, siswa juga bisa saling membantu untuk memahami materi yang susah. Contoh kayak diskusi kelompok, nah itu membantu siswa memecahkan kesulitan dan menyusun pemahaman yang lebih mendalam tentang teks yang dibaca." .

"Firstly, it enhances Collaborative Skills. Students can benefit from cooperative learning by strengthening their collaborative skills. They can learn how to work together with their peers in discussing texts, analyzing information, and solving problems together. Furthermore, it promotes Deeper Understanding, as within the framework of cooperative learning, students can also assist each other in understanding difficult material. For example, through group discussions, which help students overcome difficulties and develop a deeper understanding of the texts they read." .

This data highlights the potential advantages of implementing cooperative learning strategies in teaching reading to eleventh-grade students. It emphasizes that despite being commonly associated with lower educational levels, cooperative learning remains effective for eleventh-grade students as well. The reasons provided include the enhancement of collaborative skills through group activities and the facilitation of deeper understanding through peer assistance and group discussions. Understanding these benefits is crucial for investigating teachers' perceptions regarding the integration of cooperative learning methods for teaching reading to eleventh-grade students

Regarding the benefits, the teacher specifically mentioned the benefits such as “*it enhances collaborative skills*” which supported by the observation result conducted by the researcher where in the category of Positive independence, it is shown that the students conducted mutual assistance and support between the group members.

Another benefits mentioned by the teacher is “*it promotes deeper understanding*”. This benefits is also supported by the observation result where in the category of social skills, the students manage to demonstrate the ability to their understanding from the reading in front of the other group in the class.

Suitability of Cooperative Learning for Teaching Reading

Teacher's views on continuing the use of cooperative learning for teaching reading vary based on individual contexts and preferences. While cooperative learning holds potential for enhancing reading skills, its appropriateness hinges on factors such as student needs, learning goals, and classroom dynamics.

Extract 4. March 1st 2024

" Pembelajaran kooperatif kalau diimplementasikan dengan benar itu bisa menjadi metode yang efektif untuk meningkatkan keterampilan tidak hanya skill membaca siswa, tapi yang lain juga. Namun, penting untuk mempertimbangkan kebutuhan siswa, tujuan pembelajaran, dan situasinya kelas sebelum memutuskan apakah metode ini cocok untuk digunakan." .

"Cooperative learning, if implemented correctly, can be an effective method to enhance not only students' reading skills but also other skills. However, it's important to consider the students' needs, learning objectives, and the classroom situation before deciding whether this method is suitable to use."

This statement emphasizes the nuanced nature of implementing cooperative learning in teaching reading. It underscores the importance of considering contextual

factors and individual teacher preferences in determining the effectiveness of cooperative learning. While cooperative learning holds potential for improving students' reading skills, its success hinges on factors such as student needs, learning objectives, and classroom dynamics. This highlights the necessity for educators to carefully assess these aspects before deciding on the suitability of cooperative learning for their specific teaching context.

Integration of Cooperative Learning Across English Language Subjects

This statement highlights the multifaceted nature of evaluating cooperative learning outcomes in reading compared to other English language subjects. It underscores the importance of considering various factors that shape the effectiveness of cooperative learning in different educational contexts.

Extract 5. March 1st 2024

“Pembelajaran kooperatif dapat itu bisa lebih efektif dalam membantu siswa untuk memahami teks secara mendalam, menerapkan keterampilan membaca kritis, dan mengaitkan informasi yang dipelajari dengan konteks yang lebih luas. Yang kedua itu interaksi siswa, pelajaran bahasa Inggris lainnya seperti speaking atau listening, interaksi langsung antara siswa pasti lebih banyak dalam proses pembelajaran. Namun, kalau reading, siswa sering bekerja secara mandiri. Nah dengan Pembelajaran kooperatif, itu siswa bisa berinteraksi lebih aktif dalam proses pembelajaran reading dengan mendorong diskusi dan kolaborasi antar siswa. Terakhir itu Keterampilan yang ditekankan, menurut ku pembelajaran kooperatif dalam reading itu fokus pada pengembangan keterampilan membaca kritis, analitis, dan reflektif, sementara dalam mata pelajaran bahasa Inggris lainnya, seperti writing, keterampilan menyusun ide, mengembangkan argumen, dan memahami struktur teks mungkin lebih ditekankan.”

"Cooperative learning can be more effective in helping students understand texts deeply, apply critical reading skills, and connect learned information with broader contexts. Secondly, student interaction plays a role; in other English language subjects like speaking or listening, direct interaction among students is more prevalent in the learning process. However, in reading, students often work independently. With cooperative learning, students can engage more actively in the reading learning process by fostering discussion and collaboration among peers. Lastly, the emphasized skills differ; in my view, cooperative learning in reading focuses on developing critical, analytical, and reflective reading skills, whereas in other English language subjects like

writing, skills such as organizing ideas, developing arguments, and understanding text structure may be more emphasized."

The data underscores the need to recognize the unique demands and objectives of each English language subject when evaluating the effectiveness of cooperative learning. Understanding these distinctions enables educators to tailor instructional strategies to best meet the diverse needs of students across different subject areas.

Exploring Alternative Teaching Methods

Acknowledging the effectiveness of cooperative learning, teachers recognize the value of diverse teaching approaches suited to varying needs and classroom contexts. The following statement highlights the rate of usage of cooperative learning in the teacher class. She mentioned earlier on how cooperative method is beneficial, but afterwards, she mentioned about other methods which means cooperative learning is used along with other methods partially and not fully. Alternative methods offer avenues for student engagement, specific needs, and skill development alongside cooperative learning.

Extract 6. March 1st 2024

"Pandangan saya secara pribadi, tidak ada metode pengajaran yang secara keseluruhan itu lebih baik daripada yang lain. Setiap metode pasti ada kelebihan dan kelemahan tertentu, dan efektivitas pasti juga bervariasi tergantung pada beberapa konteks kayak tujuan pembelajaran, preferensi guru, siswa, dan lain-lain. Kalau untuk metode pembelajaran kooperatif, menurut saya cukup efektif dalam banyak situasi, tetapi ada juga metode lain yang dapat menjadi alternatif yang baik tergantung pada kebutuhan dan karakteristik kelas."

"My personal view is that no teaching method is overall better than another. Each method has certain advantages and disadvantages, and effectiveness also varies depending on several contexts such as learning objectives, teacher preferences, students, and so on. As for the cooperative learning method, I think it is quite effective in many situations, but there are also other methods that can be good alternatives depending on the needs and characteristics of the class." .

This statement underscores the importance of acknowledging the diversity of teaching methods and the need for flexibility in instructional approaches. It emphasizes that no single teaching method reigns supreme universally, as each method has its own

advantages and limitations. The effectiveness of a teaching method is contingent upon various factors, including the specific context, learning objectives, and the preferences of both teachers and students. While cooperative learning has demonstrated efficacy in numerous scenarios, it is recognized that alternative methods may also be suitable depending on the unique needs and characteristics of the class. This highlights the value of educators being open to exploring and adapting different instructional strategies to best meet the requirements of their students.

DISCUSSION

Based on the direct observation of the researcher, there are five main categories that are used, they are positive independence, face-to-face interaction, individual and group accountability, social skills, group processing. This is aligned with Richard and Rogers (2001) who outline five essential components for achieving successful group-based learning in cooperative learning.

- a. **Positive Independence:** In cooperative learning, students understand that their work matters to the group's success. They help each other out and feel good about achieving things together. Tasks are set up to make everyone feel like they are part of a team and that their efforts count.
- b. **Face-to-Face Interaction:** Students talk directly to each other during reading tasks. They explain things, ask questions, and share ideas, which helps them understand the material better. Even though it was not mentioned, they can still learn from each other through discussions, which makes learning more fun and effective.
- c. **Individual and Group Accountability:** Teachers look at each student's reading progress and give feedback to the whole group. Students also have specific jobs in their group, which makes sure everyone does their part. Showing off their work to the class or group helps everyone see what they have achieved together.
- d. **Social Skills:** Cooperative reading helps students get better at working together. They learn how to talk nicely to each other, share ideas, and solve problems together. Even though it was not mentioned, students learn how

to get along with each other and fix any problems that come up during their reading discussions.

- e. Group Processing: The teacher always make sure groups are the right size and set up in a way that helps everyone understand what the students are reading. Students are put into groups based on how well they can read, so everyone has a chance to learn. Giving enough time for group discussions and saying nice things to each other about their reading progress keeps everyone interested and involved in the learning.

To summarize, the implementation of cooperative learning with eleventh-grade focuses on creating a positive and engaging learning environment. By emphasizing teamwork, active participation, and shared responsibility, this approach aligns with the school's objective of fostering a dynamic and inclusive classroom atmosphere. Through structured tasks, group interactions, and individual accountability, students are encouraged to collaborate effectively and develop essential social and collaborative skills. This implementation strategy aims to enhance students' reading comprehension and overall academic performance while promoting a culture of cooperation and mutual support within the classroom setting.

CONCLUSION

The English teacher perceives cooperative learning as a collaborative approach that emphasizes mutual support and shared responsibility among students, aligning with the foundational principles of cooperative learning. The English teacher actively seek knowledge and resources to enhance their understanding and implementation of cooperative learning strategies, reflecting their commitment to providing effective instructional practices.

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