The Implementation of helpful learning in English class of most favourite school of auxiliary secondary school 5 Batusangkar, West Sumatera

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Abstract

The aim of this research is to explain the implementation of cooperative learning in English class of favorite school of Secondary High School 5 Batusangkar, West Sumatera; to find out the achievement of Cooperative Learning in English class of Favorite School of Secondary High School 5 Batusangkar, West Sumatera; and to know how is the strengths and weaknesses of cooperative learning methods in English class in Secondary High School 5 Batusangkar, West Sumatera. This research belongs to descriptive qualitative research. Instruments applied here were observation, interview and documentation. Grade VIII A and B Secondary High School 5 Batusangkar, West Sumatera as a pilot test to see how the cooperative learning is conducted. The findings explained that the implementation of cooperative learning in Secondary High School 5 Batusangkar, West Sumatera was effective. It helped the students to improve students' achievement in terms of academics up to 9.8. There are strengths such a) Having advantages in terms of delivery material by using a complete infrastructure; b) English teacher create learning that inspires students to be active; c) the students become subject of the study; d) had quite good; and e) teacher becomes a facilitator. While the weaknesses are a) the learning process is still using the conventional model; b) English language usage not maximum; c) the process of learning tends to lead the achievement of curriculum; and d) contextual, teachers are still following the situation and condition of students.

Keywords: *Cooperative Learning, Favorite School, English Class.*

INTRODUCTION

In the globalization era, English plays a very significant role as an international language and people are required to be proficient in both oral and written English. People also consider that English is the window of the world. It means that we can know everything in the world through English. We also cannot deny that English is very important for our future. When we are applying for job, people who can speak English will get a better opportunity to be accepted than those who cannot. English is believed as the key to survive and succeed in the coming era. However, most people have realized that learning English is not an easy matter. Moreover, it can take a long time for people to learn English as a foreign

language. Language has played an important role since the early years of one's life. As our world grows older and modern, the demand of an international language (English) is also growing, and its functions are becoming wider as well. In every aspect of our life, English is commonly used. English is used for trade, business, political discussions, and education. Regarding the important of English, people will appreciate the use of English, and willing to learn it.

Because of its importance, many people think that English must be taught when someone is still a child.

They believe that people learn languages better at young age, because children have more opportunities

than adults. The other factor that can help them to learn English is their curiosity since they are interested in new things. Although learning English is important, children still face some difficulties. Some of them seem un-interested so that they refuse to join the teaching learning process. They just listen to the teacher's talk an rarely produce a word. In this case, encouragement is needed to maintain their curiosity and make them pay attention to the lesson so they will be actively involved in the teaching learning process. If they are not encouraged, they will not be interested in the lesson, found entertainments, and disturbed their friends or the teaching learning process (Levin et.al, 1996: 98).

However we can see many schools in Indonesia teach English as an important lesson nowadays. It means that our people and our government have realized the importance of English as a tool of communication.

Along with development era, students at any levels have taken to have higher quality in educational field. Here, teacher-centered method can't be maintained any longer. Educators must think about another method to educate their students, a method which has to include students' participations in the learning process.

The teachers play an important role in English teaching learning process, because they must find the best teaching method to be used in teaching English. The teacher's role determines the success of the students in learning English.

Finding the exact methods in teaching English for students is not easy. The teachers will find many difficulties and problems towards the teaching learning process. Some teachers believe that teaching English for beginners is not easy, because they must pay attention to some aspects related to the students' life background.

There are some ways that the teacher can use to make the students participate during the lessons. In order to keep the interaction going like what is expected, the teachers should use an appropriate technique such as *Cooperative learning*. By Cooperative Learning the teacher can motivate the students to participate in the classroom.

Cooperative learning is the key to deal with children with various abilities and diverse area of intelligences. This learning method lets the students search and find out the best path to learn given subjects by themselves. Students are free to express what they have in mind to complete the tasks given during the lesson. The Cooperative Learning methods share the idea that students work in groups to accomplish a group goal. However in other particular they are quite different from one another (Slavin, 1983 in Das, 1988:7).

The activity done in Cooperative Learning is in group form, it is used to grow students' ability to collaborate and cooperate with others. It is used to know how far they can learnt when they are together; the teacher only has to monitor and control their activity so that students have freedom to express themselves by sharing with others in their groups.

Cooperative Learning promote among students the ability and the inclination to work together beyond the class-room by making cooperation not just part of the how of learning but also part of the content (Jacobs 1997; Sapon-Shevin and Schniedewind 1991 in McCafferty et al., 2006 :17). It is a group learning activity where students can exchange information in groups and in which each learner can increase his or own and others learning. Students also give supports and motivation to the others to be involved in learning processes.

Cooperative Learning is one of the methods that applied in Indonesia. Especially, it is applied in education world. By the coming of new teaching learning methods, like Cooperative Learning, it means that the government and society, care and responsible in quality of education.

The researcher focused the research on 1) how is the implementation of Cooperative Learning in English class of Favorite School of Secondary High School 5 Batusangkar, West Sumatera?; 2) how far is the achieve-ment of Cooperative Learning in English class of Favorite School of Secondary High School 5 Batusangkar, West Sumatera?; and 3) how is the strengths and weaknesses of cooperative learning methods in English class in Secondary High School 5 Batusangkar, West Sumatera?

Departing from this point, the researcher would like to make a research in Secondary High School 5 Batusangkar, West Sumatera, especially in English class. The title is "The Implementation of Cooperative Learning In English Class of Favorite School of Secondary High School 5 Batusangkar, West Sumatera".

RESEARCH DESIGN

This research was located on Secondary High School 5 Batusangkar, West Sumatera, and the grade VIII, and the researcher only took two classes A and B for the samples which consist of 60 students. This research took 3 months, September until December 2011. The researcher identified and discussed the implementation of one method, namely Cooperative Learning; then the researcher determined how the students' English achievement in using Cooperative Learning method was; and the last to know how is the strengths and weaknesses of cooperative learning. This research was conducted at Secondary High School 5 Batusangkar, West Sumatera, because it directed to the International Standar-dized School which is commonly described as *Sekolah Bertaraf Internasional (SBI).*

This research is the domain of qualitative research. The researcher observed the usual teaching learning process by using cooperative learning method for the students. For these reasons, this research used descriptive qualitative method. In collecting the data, the researcher used several instruments in order to gain much information to reach an objective and accurate result. Several instruments applied during the research were observation, interview and documentation.

Observation means that we should always try to note concrete instances of what people have said or done, using verbatim quotations and "flat" (or unadorned) descriptions (Silverman, 1993: 93). While interview is recounting narratives of experience has been the major way through out recorded history that humans have made sense of their experience (Seidman, 1991: 2). According to arikunto, documentation is looking for the data about events or

variables which contained note, transcript, book, news, and magazine (Arikunto, 1996: 236-237).

In observation, the researcher observed the condition of teachers, officials, students and facilities in Secondary High School 5 Batusangkar, West Sumatera which had influence in teaching learning process. In interview, the researcher interviewed the teachers of English and the students at grade VIII A and B. In documentation, the researcher used it to know the condition of teachers, officers, students, and location of school. The data analysis used in this research is descriptive and qualitative analysis, which described the data collected from interview, observation, and documentation. The purpose of descriptive and qualitative analysis was to describe the condition of what is in a situation (Furchan, 2005: 447). To test the credibility of the data by checking the data have been obtained through triangulation from several sources.

FINDING AND DISCUSSION

Secondary High School 5 Batusangkar, West Sumatera as directed or initiated by the school became a favorite school. Students, who aim to form sets of intelligent and internationally competitive, are able to compete and collaborate globally. By creating learning-oriented learners who think critically, have a mastery of the English language which is not an Indonesian culture. In addition the use of ICT (Information Communication Technology) can lead to positive and negative effects. The students are unable to filter out the negative influence caused by the technology that created intelligent learners in terms of intellectual and virtuous character and good personality.

Then remember that language functions not only as a field of study, a language curriculum for secondary schools prepare students to achieve reasonable competence to make students able to reflect on their own experiences and the experiences of others, expressing ideas and feelings, and understand the various nuances of meaning.

Here, the role of the English language and English language teachers is very important. In order to deliver the students to organize the development of their emotions well, so as to create a good behavior. Language is expected to help students to get know themselves, their culture, and culture of others, put forward ideas and feelings, participate in the community who use the language, make responsible decisions in personal and social level, finding and using analytical skills and imaginative in itself.

In this study, learning English by Cooperative learning methods in Secondary High School 5 Batusangkar, West Sumatera, had quite good. Because learning is planned first, then their implementations have been using learning methods, media, and others. And evaluation is conducted to consider aspects of cognitive, affective, and psychomotor.

After doing research, the researcher knew that Secondary High School 5 Batusangkar, West Sumatera is a Secondary High School that used the national curriculum, where the curriculum still using unit level education

curricula (SBC) we know as *Kurikulum Tingkat Satuan Pendidikan (KTSP)* and PASIAD the adoption of the Association of Turkey. In a study that used international character which has been using English as the language of instruction in learning, especially in science subjects (mathematics, physics, biology) and computer. Teachers and learners are required to improve skills in foreign languages, especially English. National Curriculum includes the exact subjects, social, and local content. Also equipped with multi-media classroom with a computer that can be used to access data and information on the internet which will further broaden the scientific treasures of the students, so that the output is to be capable on compete on a global level.

There is another reason why Cooperative learning method is implementing in Secondary High School 5 Batusangkar, West Sumatera. Because Cooperative Learning method is considered a suitable method for students and has several advantages compared with other methods. They are:

Cooperative learning methods have a contribution that can be given to the development of social skills of students. Working with other students can help students to develop their empathic abilities by giving them the opportunity to see the angles of view of others, which in turn can help them to realize that everyone has strengths and weaknesses.

Trying to find a solution to a problem in the group also develop skills such as the need to accommodate the views of others (Muijs and Reynolds, 2008: 82).

Students can give each other support in the same way as the teachers can do during the question and answer. The total knowledge in the group tends to be larger in the appeal which is owned individual pupils. This enables a more robust troubleshooting and therefore allows teachers to give the questions more difficult questions in an appeal that can be given to the students individually.

According to the Headmaster of Secondary High School 5 Batusangkar, West Sumatera, Cooperative Learning is implemented in the English class because there is an objective to create a situation where individual success is determined or influenced by the success of the group.

The Implementation of Cooperative Learning in English Class of Favorite School of Secondary High School 5 Batusangkar, West Sumatera

Cooperative Learning is a learning model that empha-sizes the collaborative activities of students in learning the shape of a small group to achieve the same goal using a variety of learning activities (methods) to enhance students' abilities in comprehending the subject matter and solve problems collectively. This is done by Secondary High School 5 Batusangkar, West Sumatera for the survival of social life in the classroom at the school in particular and in general because individual human

beings are also part of social life that always need someone else in his life (Data is taken from interview with an English teacher on Saturday, 8th May 2011).

With the existence of cooperative learning model on Secondary High School 5 Batusangkar, West Sumatera, including in English language learning will take place the relationship between students and teachers who felt harmonious and can be made to realize what the final goal in the English language, is both in Secondary High School 5 Batusangkar, West Sumatera or any other school. There are some important things to do with the implementation of cooperative learning in Secondary High School 5 Batusangkar, West Sumatera, one of them is the preparation of English teachers in implementing cooperative learning methods in teaching English.

The Achievement of Cooperative Learning in English Class of Secondary High School 5 Batusangkar, West Sumatera As a Favorite School

Planning of the learning

From the data resulting and documentation with English teachers about the learning plan in Secondary High School 5 Batusangkar, West Sumatera, the researcher found that learning English in Secondary High School 5 Batusangkar, West Sumatera is done centrally. Each new school year beginning and ending of the semester is done by a school meeting, when the implementation of teacher policies tailored to their respective field of study. In the meeting they discuss about the preparation of learning that will be executed within one year ahead, which includes planning lessons, learning, learning materials, teaching methods, goals to be achieved, learning strategies, and evaluation used in learning.

The teaching learning processes

From the research that has been done about learning models in Secondary High School 5 Batusangkar, West Sumatera. Secondary High School 5 Batusangkar, West Sumatera uses conventional model of permanent and bilingual. Permanent conventional learning model positiones the students to stay in class and the teacher come. The benefits of this system can foster learning motivation of students in each subject for each classroom equipped with appropriate facilities and adequate. To deliver course material, teacher uses bilingual. Secondary High School 5 Batusangkar, West Sumatera in this case is pertained special, because the using English in teaching and learning processes, especially in science and computers.

Whereas the use of Cooperative learning methods in English class is already quite well, because it is supported by structured classroom cooperative and easier for the students in teaching and learning processes. In

teaching and learning by Cooperative learning method, the students are also in trained how to work in groups and help each other. So that students can appreciate it in the social life. By Cooperative Learning method, the students also get training about traditional group value. The values of the traditional groups are usually formed in several ways. First, the value of the group could be drawn from the lowest score obtained by students in the group. Second, the value of the group was also taken from the average value of all group members.

While, the implementation of Cooperative learning by *Group learning method* in Secondary High School 5 Batusangkar, West Sumatera itself, run effectively. Because key elements of Cooperative Learning are implement in the teaching and learning processes. The activities done in *Cooperative learning method* is the same as *Chalkboard Share* methods (Kessler, 1992: 45). In this method, students are work in group, and they are be able to work in their task. Teacher position herself as facilitator and give an opportunity to determine the leader, writer, and spokesperson. The last is teacher instruct students to evaluate and respond the process in their respective groups or go to board to share the group's response to the task.

Key element of Positive interdependence is when the students are work in group, they help each other. When one student achieves, others get benefit too and when students working together, each students gives the information he or she knows in orders that other students know too. The elements of Team formation are also occurred. Because, in this element we can got something new from other people thought working together by assignment or by chance.

Learning source

From the observation data and interviews with English teachers about learning resources in Secondary High School 5 Batusangkar, West Sumatera especially on the subjects English, learning resources are used not only in the form of books in the library. But can also be obtained from browsing the internet in schools, because there is already a blog spot area.

English textbooks are used not just from textbooks published by Diknas (the National education) or Depag (religion department), but also from a digital book that is named "English library" whose content relates to English language material.

Learning strategy

The resulting data from observations and interviews about the strategies used in learning English in Secondary High School 5 Batusangkar, West Sumatera quite varied. When students can not only listen to a teacher's course, but if the material is related to things that are necessary application, the English language teachers in

Secondary High School 5 Batusangkar, West Sumatera convey the material in a method. One of the methods is Cooperative learning method.

Learning English in Secondary High School 5 Batusangkar, West Sumatera not only done in the classroom, but students were also encouraged to look around the existing social phenomena. For example is assignment method. With this method the English language learning activities take place not only in the classroom but also take place outside the classroom. Forms of a given exercise may be answering questions, making pictures, making clippings, conducting environmental scanning, and so on.

Learning evaluation

Similar with existing assessments in other schools, the assessment process in the English language subjects is conducted to determine student learning outcomes acquired during receive instruction. These results consider if the method used is appropriate or not, the materials are submitted in accordance or not, and objectives that have been achieved or not.

The Strengths and Weaknesses of Cooperative Learning Methods in English class in Secondary High School 5 Batusangkar, West Sumatera

The course of learning English using Cooperative Learning methods in Secondary High School 5 Batusangkar, West Sumatera was not as perfect, as expected. This is caused because there are weaknesses that are owned, in addition to the advantages possessed by Secondary High School 5 Batusangkar, West Sumatera. Because of the emergence of the facts, the task of the whole school community is to improve quality by making corrections and changes, in order to create a better learning, especially to English subject.

There are some strengths of teaching and learning English by Cooperative Learning methods in Secondary High School 5 Batusangkar, West Sumatera, they are; a) Secondary High School 5 Batusangkar, West Sumatera Have advantages in terms of delivery of material by using a complete infrastructure and facilities; b) English teacher at Secondary High School 5 Batusangkar, West Sumatera also create learning that not always use speech models only. But it also creates learning that inspires students to be active, through a method of learning; c) by Cooperative Learning methods, the students become subject of the study and they can create their own ideas; d) the use of Cooperative Learning methods in learning English in Secondary High School 5 Batusangkar, West Sumatera, had quite good. Because learning is planned first, then their implementations have been using learning methods, media, and others. And evaluation conducted to consider aspects of cognitive, affective, and

psychomotor; and e) the function of the teacher in Cooperative Learning methods is teacher become a facilitator.

On the other hand, these indicators in the field, it is still far from perfect category. Especially for English subjects by Cooperative Learning methods that held in Secondary High School 5 Batusangkar, West Sumatera. Because there are still some weaknesses, they are; a) the learning process is still using the conventional model of permanent. b) English language usage, not maximum. Because the use of English sentences is still a command and motivation. c) the process of learning the English language still tends to lead to the achievement of curriculum goals. d) the implementation Cooperative Learning methods in learning English are contextual it means, teachers are still following the situation and condition of students when learning took place.

The findings on the implementation of Cooperative Learning in English class of favorite school of Secondary High School 5 Batusangkar, West Sumatera in line with the study which is conducted by Rukmayadi (2010) entitled *The Application of Cooperative Learning: Think Pair Share (TPS) In Improving Students' Reading Comprehension*. Rukmayadi's research indicated that the application of TPS is able to improve students' reading comprehension. TPS method is advantageous to draw students' motivation to learn, to create fun learning climate, to give the chance for students to share their ideas, and to increase the students' self-confidence.

The findings are also supported by the research which was conducted by Aziza (2011) entitled *The Use of Cooperative Learning In Improving Students' Skill In Writing Recount Text.* The study revealed that cooperative learning improved students' writing skill. The result of independent t-test showed that the significance value was lower than level of significance (0.000 < 0.05). It indicated that H0 was rejected which meant there was a significant difference in posttest means between control and experimental groups after treatment. The normalized average gain value of the experimental group was higher than the control group that showed the use of cooperative learning was effective in improving students' skill in writing recount text. The results of questionnaire analysis also showed that students had positive responses toward the use of cooperative learning.

The last, the findings are also supported by the study which is conducted by Yulia (2010) entitled *The Use of Crossword Puzzle in Teaching Vocabulary.* She found that crossword puzzle is interesting, challenging, and helping the students to absorb the material more easily; however, crossword puzzle also can be confusing and requires a lot of time to be solved.

CONCLUSION

The implementation of Cooperative Learning method in Secondary High School 5 Batusangkar, West Sumatera

is effective. The teacher made Lesson Plan first before teaching and learning processes. It also serves teachers as facilitators, motivators, and dynamist. It helps students to improve students' achievement in terms of academics up to 9.8. All of the key elements of Cooperative Learning are implemented here. Cooperative Learning method also has a contribution that can be given to the development of social skills of students, working with other students. This also helps students to develop their empathic abilities, and trying to find a solution to a problem in the group; also develops skills such as the need to accommodate the views of others. The students are also in trained how to work in groups and help each other and the students also get training about traditional group values.

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