

## **CHAPTER 2**

### **THEORETICAL BACKGROUND**

#### **2.1 Cooperative Learning and Its Types**

Cooperative learning (CL) is the instructional use of small group of students where students can work together and utilize their own learning and also others' (Johnson, Johnson, and Smith, 2013). CL is also described as an educational methodology based on small group of heterogeneous students who work together (Canabate et al., 2019). Johnson and Johnson (2011) also stated that in cooperative learning, students of each group must have the trust that they have same learning goals or shared goals. So that, it can be concluded that cooperative learning method gathers students into group in order to accomplish their goals by utilizing the cooperation in group.

Gudinge (2018) believed that cooperative learning is included into pedagogical method which the roots is from the sociocultural perspective. Vygotsky's theories (1896-1934) which developed perspective of learning claimed that learning is social event that takes places when people do the interaction to each other. That is the strong reason why Gudinge believed that Vygotsky's theories have formed and supported cooperative learning. Vygotsky's theory also believed that every individuals are unique learners and the social context where learning take places brings significant impacts for the learners (Gudinge, 2018 p. 8).

Regarding to the area of cooperative learning research, Johnson and Johnson also had give plenty contribution about the CL research. Despite of their plentiful studies about CL, Johnson and Johnson since 2009 set the basic elements or characteristic of cooperative learning through their research. The first formula is positive interdependence which refers to the condition when all the each members of the team can reach the learning goal can only be said that the team can achieve a goal (Canabate et al., 2019). It means that there is no succes if there is a member of team who still in trouble to reach the goal. That is the main point of positive interdependence. The second is individual accountability. This can be defined that the students have responsibility to strive for the team and also for the development of themselves individually. The third essential element of CL is promotive interaction which occurs when students share information, help, support, encourage and praise each other (Johnson and Johnson, 2011). Fourth, interpersonal and small-group social communication. In addition to the abilities of academic subject, in CL students are promoted to know the other members well to get effective communication. Hence, they can understand and support each other to achieve the goal of the team. The fifth is group processing. The group has to work and to be functioned properly (Canabate et al., 2019). In this case it means that the excellent communication and cooperation system are required. Thus, the team can achieve the learning goal satisfactorily.

The related studies of cooperative learning have widely acknowledged that cooperative learning has significant contribution in promoting second and

foreign language (Astuti & Lammers, 2017). This method serve vary advantages in educational field included in language teaching and language acquisition. The study of Johnson and Johnson (2011) also asserted that cooperative learning has powerful effects and shows positive results such as greater efforts to achieve, more positive relationship between students, and greater psychological health.

The study of Gillies (2004) and Ajaja (2010) believed that cooperative learning is the suitable method to actively promote each other learning of students . It also examined that cooperative learning could promote effective learning condition than individualistic learning (Hsiung, 2012). Cooperative learning suggests students to help one another in learning the content, solving the problem and finishing the tasks given (Slavin, 1996; Tsay and Brady, 2010). Their cooperation will lead them to accomplish their shared learning goals. Thus, it indicates that cooperative learning is able in stimulating students various performance in learning and teaching process.

Johnson, Johnson, and Smith (2013) argued that where there are found students work autonomously on their own and involve into enjoy and fun competition it can be confirmed that they learn cooperatively with others. It indicates that a CL approach in teaching is able to help teacher to create positive atmosphere among students to become active participant in learning process (Webb, 2009). It proves that the process of teaching and learning is change of behaviour, whether involving knowledge, skills or attitudes (Djamorah and Zain, 2006).

Hence, as the empirical studies mentioned it clearly can be concluded that CL has many advantages for both students and teachers as educators. Cooperative learning method is able to help teacher more flexible to manage the classroom activity and build positive academic atmosphere. For students, cooperative learning is really helpful to promote their individual accountability and also in supporting each member of the group. So that, it can build positive and healthy relationship among students.

According to Johnson and Johnson (2011), there are three types of cooperative learning that is formal, informal, and base groups. The three types of that cooperative learning classified by time period of its application in classroom activities or certain goals.

In formal cooperative learning, to achieve shared goals and complete specific tasks students work together from one class period to several weeks. Johnson & Johnson asserted that in this type of cooperative learning, the teachers have tasks to: 1. Make a number of pre-instructional decisions; 2. Explain the task and the positive interdependence; 3. Monitor and intervene the learning; and 4. Assess and process to identify how well the group are well functioned .

While informal cooperative learning consists of students working together to achieve the certain goals in temporary groups that last a few minutes to one class period (Johnson et al., 2008). In this condition, students involved into a few minutes group discussion. This informal cooperative learning also can be helpful to set or recharge the mood of conducive

learning at class and students to be more focus to the teachers' material demonstration.

The last is cooperative base groups which are the long-term and heterogeneous cooperative learning (Johnson & Johnson, 2011). It consists stable membership who carry responsibilities to support, encourage and assist each other in order to make academic progress and develop socially and cognitively in healthy ways (Johnson et al., 2008). It illustrates that in cooperative base groups they have schedule to meet regularly such as daily or weekly until the end of the semester or even the school.

In conclusion, the types of cooperative learning can be distinguished by the period of its application in learning activity such as only for several weeks, certain minutes or hour at class until for the long-term use with routine or regular schedule until the end of semester or even the school. In addition, cooperative learning types also can be seen by each target in learning such as to mentor the several materials or chapters, only to build or recharge positive and condusive mood in class until to encourage and assist each other to make significant academic progress. This study actually discovered kind of formal and informal CL implementation at classroom. In formal CL implementation, clear and tight targets are pointed by the teacher for students improvisation on their learning performance. Meanwhile during informal CL implementation, the teacher flexibly can change the group and any kind of situations at class in order not only too achieve the learning goals but also to recharge class learning atmosphere.

## 2.2 Cooperative Learning Implementation in EFL Classroom

Gibbon (2015) argued that well-designed group work provides many advantages in terms of language acquisition and social development for EFL learners (Gudinge, 2019 p.12). It tends that CL is appropriate method to apply in EFL classroom due to the its supportive characteristics to support students to achieve their learning goals. Supported by Astuti and Lammers (2017) study which showed that CL has significant contribution in promoting second and foreign language. This method provides benefifits and opportunities for EFL learners to utilize the English as the target language.

In cooperative learning, the students are conditioned to work together in order to accomplish their own learning and shared learning goals. These kind of activities requires students to share knowledge to their friends in order to achieve their group certain goals by talking together and exchanging information (Lotfy, 2012; Tuan, 2010). In fact, when there are interactions among students, it means they learn to share opinions, ask question (Mercer, Wegerif, and Dawer, 1999). It shows that cooperative learning stimulates students into communicative activities by talking each other, discussing shared learning goals and exchanging infromation.

Within cooperative situation, students individually seeks beneficial both for themselves and all other group members (Johnson, Johnson, and Smith 2013). Their study also stated that in order to achieve their own goals or even shared goals, the students discuss material to be learned, help and assist each other, and it is also included encourage each other to work hard.

Listiadi (2019) classified that there are six best principles of cooperative learning that can be the guidance in students activities during cooperative learning:

1. Each students in the group is responsible for everything that is done in the group and always try to work together (Kupczynski, 2012).
2. Each students in the group have to know that all group members have the same goals.
3. Each students in the group have to share the same duties and responsibilities among group members (Gence, 2016).
4. Each students in the group will be subject to evaluation.
5. Each students in the group shares leadership and requires skills to learn together during the learning process.
6. Each students in the group will take responsibility for the materials handled in the cooperative group.

Students activities in cooperative learning shows that students have the responsibility to accomplish the shared learning goals in group also to help others learning and understanding the material. Everything done by the group is the responsibility of students individually of the group as the result of their well cooperation. Students' engagement and positive dependence during CL implementations are also showed in this research. The cooperation conducted foster their each learning performances in many aspects including academic performances, their own responsibilities and also interpersonal relationship.

### **2.3 Students' Cognitive Perspective on Cooperative Learning Implementation**

The main point of cognitive approach is it focuses on how students making knowledge more meaningful and how they organize new information relate to their prior knowledge (Yilmaz, 2011). Cognitive perspective leads to the way students' get the essential of absorbing new information and knowledge in order to build up their prior knowledge. As cited by Corebima and Leasa (2017), Slavin added that cognitive perspective focuses on the interaction which occurred among students in the group. That process of interaction which foster the learning process and student' academic.

Considering cooperative learning as the helpful and essential method in supporting students' learning goals and outcomes, Yassin et al., (2018) stated that CL is close to cognitive view of learning. It is explained that CL gives more opportunities for students to evaluate and build up their knowledge. Corebima and Leasa (2017) believed that social interaction occurred in cooperative learning provides significant benefits in cognitive achievement. In the interaction process, it occurs exchanging information and supporting each other which can enrich and enhance students' motivation, knowledge and academic achievements. It is even Johnson and Johnson (2011) agreed by stating on CL essential elements he formed that CL provides 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 reviews of the plenty of research, CL has significant role

in enhancing students' learning outcomes in cognitive perspective that is disclosing wide opportunities for students to build their own knowledge by the intense interaction occurred.