

STUDENTS' PERCEPTION IN APPLYING COOPERATIVE LEARNING IN EFL CLASSROOM

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ABSTRACT, This study focuses on college students' perceptions of cooperative learning in EFL classrooms. The purpose of the study is to know students' opinion about applying cooperative learning in the classroom especially in EFL classroom. Case study was chosen as an approach in this study. Participants of this study were the final year students of Indonesian education study program. The numbers of participants were 33 students. The data were collected using questionnaire consisted of 20 (twenty) questions that relate with cooperative learning. The result of this research showed that the final year students of Indonesian education study program of IKIP Siliwangi Bandung had positive responses toward the implementation of Cooperative Learning. Besides that, it was found that students familiar with group activities in EFL classroom. To sum up, Cooperative Learning is a good approach for the students to learn English easily.

Keywords: cooperative learning, EFL classroom, perception.

A. INTRODUCTION

English as a foreign language is what being taught in Indonesia, even several countries in Asia such as Singapore and Malaysia. They have made it as second language. It means that Indonesian people learn English generally in a formal education such as in school and classroom. Then, English is also used as a tool to communicate in daily life. It is suggested by Robertson and Nunn (2007:241), in Indonesia, English is a foreign language which as a required subject to be taught in all schools from lower to upper secondary schools. Therefore, teachers are required to have various methods and techniques in teaching English to students' EFL classroom. According to Richards and Rodgers (2014:81), there are several approaches that can be used in teaching a language includes Communicative Language Teaching (CLT), Content-Based

Instruction and Content Language Integrated Learning (CLIL), Whole language, Competency-Based Language Teaching Standards, and the Common European Framework of Reference, Task-Based Language Teaching, Text-Based Instruction, The Lexical Approach, Multiple Intelligences and Cooperative Language Learning.

Those approaches allowed to be used in the classroom activity include EFL classroom. Thus, the researchers are interesting to analyze the use of cooperative learning in EFL classroom. Cooperative learning is the approach that makes students work in group to achieve the lesson goals. The statement refers to Wichadee (2005), who states that cooperative learning is a pedagogical approach that encourages students' communication by working in a small group to increase their learning and reach their planned objective. Therefore, cooperative is important to be applied in EFL classroom because it can increase students' communication. Besides that, cooperative learning has been proved to be an effective teaching strategy to both teacher and learner. It also encourages students to optimize their communication skill in the classroom (McCafferty, Jacobs, & Iddings, 2006).

Cooperative learning or group work activity helps students to obtain more information than work individually. It is able to increase their communication skill because they will always make contact with their group members and each other in the classroom. The above statement is supported by Tari (2015: 1), group work also helps the students to produce cooperation and communication with the group member. They will argue and change idea each other. Group work also will develop students' comprehension on how to work in team. They will recognize about how to share and show up the argument. In other words, cooperative learning has a lot of positive impact for the students. According to Mekki (2016), the result of her research about cooperative learning in EFL classroom shows that cooperative learning is an effective teaching approach for both teacher and students since it gives positive learning atmosphere for students to practice their English.

Furthermore, students' perception on teacher's teaching style and method that is used in the classroom is important to be considered. Tudor (In Kourieos & Evripidou, 2013) states that learners' view about effective language learning appear to be consciously or automatically direct their action which support their own learning and most importantly influence their positive response or resistance and dissatisfaction to teaching activities. Therefore, the identification of

students' perception becomes the most important part to evaluate the methods that teacher used. It is aimed at knowing what students need for their learning activity to reach the learning goals. Thus, the researcher is interested to know about the student's perceptions in implementing cooperative learning in EFL classroom.

B. LITERATURE REVIEW

1. Cooperative Learning

The development of learning models from time to time changes continuously. Traditional learning models are now begun to be abandoned by a more modern model. One of the learning models that get a lot of response is cooperative learning. Cooperative learning is derived from the word cooperative which means doing something together by helping each other as a group or a team. There has been a belief that cooperative learning is one of the important learning strategies for students working together in achieving common goals. Some researchers found that cooperative learning is really important in EFL classroom. The statement is supported by Sanjaya (2010:242). He found that cooperative learning is a learning model using a small grouping system which consist of four to six people with different backgrounds of different academic, gender, race, or ethnic skills (heterogeneous). Based on Eggen and Kauchak (1996: 279) stated "Cooperative learning is a group of teaching strategies that engage students working in collaboration to achieve common goals".

In line with cooperative learning, Olsen and Kagan (1992:8, as cited in Richards and Rodgers, 2001) add that this approach is involved as organized group learning activity which is dependent on the socially structured exchange of information between learners in groups. Cooperative learning aims at learner-centered learning and claims to increase the level of understanding and reasoning, develop critical thinking, and increase the accuracy of long-term retention (Koppenhaver & Shrader, 2003). Based on Johnson, Johnson, and Stanne (2000), cooperative learning is absorbed in the mainstream of educational practice because it is a theoretically-based approach which has been proved to be highly effective in enhancing student learning and improving social relations compared to other non-cooperative instructional methods, and there are plenty of cooperative learning techniques available to be employed by

teachers. In addition, Slavin (1995:5) distinguishes five techniques of cooperative learning methods that are : (1) *Student Teams Achievement Division* (STAD), (2) *Team Games Tournaments* (TGT), (3) *Jigsaw*, (4) *Team Accelerated Instruction* (TAI), dan (5) *Cooperative Integrated Reading and Composition* (CIRC).

From some understanding based on the experts can be concluded that cooperative learning can assist students in understanding difficult learning concepts and is very useful for growing critical thinking skills, working together, and helping friends. In cooperative learning, students are actively involved in the learning process so as to give a positive impact on the quality of interaction and quality communication, but it can motivate students to improve learning achievement, especially in EFL Classroom.

2. Cooperative Learning in EFL Classroom

Cooperative learning or group work activity is good approach to apply in EFL classroom. It makes students cooperate with their friends, interaction and solve the problem together. It refers to Li and Lam (2013 in Miller, 2017) who states that cooperative learning is the activity that locates the students as the center. Then, the teacher provides instructional strategy in which a small group of students to achieve the goal. Work in group makes students feel more enjoy and confidence because they can talk and discuss with their friends. Daniels (2005 In Yaseen, 2014:94) also states that cooperative learning structures give students a framework of support for their language knowledge and from this framework. Students will provides their confidence in their language skills. Therefore, they will be comfortable in their learning environment and become more excited to speak out in class.

Cooperative learning in EFL classroom have the important part, as Salem (2014: 97 in Mekki, 2016: 58) defined that there are some benefits of cooperative learning in EFL classroom, namely students' achievements, students' relations (students create a relation with their friends and learn how to respect each other), students' sharing idea and gives them a situation to care each other at least to their members group. There are several methods of cooperative learning approaches in line with Kagan (1994: 33 in Mekki, 2016: 59) that can be used in EFL classroom such as Jigsaw.

C. RESEARCH METHODOLOGY

This study used qualitative research methods to explore the issues which related to the students' perception in applying cooperative learning in EFL classroom and case study approach was chosen for finding the result. The instrument in this study used questionnaire to collect the data which consisted of 20 (twenty) questions that related to students' perception of the characteristics in applying cooperative learning in EFL classroom. Participants of this research were 33 students of Indonesia education study program. There were five points scale used as indicators for measuring someone perception to finding the result, namely (5= Strongly Agree, 4= Agree, 3= Undecided, 2= Disagree, 1= Strongly Disagree).

D. RESULT AND DISCUSSION

This study analyzed the perception of students in the applying of cooperative learning in EFL classroom. In this research, participants asked 20 (twenty) questions that adapted from Wichadee's study which related of cooperative learning. The study results are based on student answer from questionnaire shared to participants. The data would explain in paragraph based on the table below.

Table 1

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I'm familiar with group study (cooperative learning)	8	23	2		

Based on the table one, eight (24,3%) students were strongly agreed that Cooperative Learning familiar in their classroom activity, twenty three (69,7%) students agreed that CL familiar in their classroom activity, two (6%) students undecided that CL familiar in their classroom activity.

Table 2

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
In English classes, teachers often use group discussions and activities.	5	18	7	2	1

Based on the table two, five (15%) students were strongly agreed that teachers often used group discussions and activities in EFL classroom, eighteen (54,6%) they were agreed that teachers often used group discussions and activities in EFL classroom, seven (21,2%) students undecided that teachers often used group discussions and activities in EFL classroom, two (6%) students disagreed that teachers often used group discussions and activities in EFL classroom, and one (3%) strongly disagreed that teachers often used group discussions and activities in EFL classroom.

Table 3

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
We have no much classroom activities in English class.	1	8	18	6	

Based on the table three, one (3%) student was strongly agreed that have no much classroom activities in EFL classroom, eight (24, 3%) students agreed that they have no much classroom activities in EFL classroom, eighteen (54, 6%) undecided that they have no much classroom activities in EFL classroom, and six (18, 2%) students disagreed that they have no much classroom activities in EFL classroom.

Table 4

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I like working with groups	5	17	8	2	1

Based on the table four, five (15%) students were strongly agreed that they like worked with groups, seventeen (51, 6 %) students agreed that they like worked with groups, eight (24, 3 %) undecided that they like worked with groups, two (6%) disagreed that they like worked with groups, and one (3%) strongly disagreed that they like worked with groups.

Table 5

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
Group study helps me to learn English easier.	7	17	6	2	1

Based on the table five, seven (21, 2 %) students were strongly agreed that group study helps them to learn English easier, seventeen (51,6%) students agreed that group study helps them to learn English easier, six (18,2%) students undecided that group study helps them to learn English easier, two (6%) students disagreed that group study helps them to learn English easier, and one (3%) student strongly disagreed that group study helps them to learn English easier.

Table 6

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
Group study helps me to acquire knowledge through working in a team.	7	18	6	1	1

Based on the table six, seven (21,2 %) students were strongly agreed that group study helps them to acquire knowledge through working in a team, eighteen (54,6%) students agreed that group study helps them to acquire knowledge through working in a team, six (18,2%) students undecided that group study helps them to acquire knowledge through working in a team, one (3%) student disagreed that group study helps them to acquire knowledge through working in a

team, and one (3%) student strongly disagreed that group study helps them to acquire knowledge through working in a team.

Table 7

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
Group study helps me to understand the working process.	6	16	9	2	

Based on the table seven, six (18, 2%) students were strongly agreed that group study helps them to understand the working process, sixteen (48, 5%) students agreed that group study helps them to understand the working process, nine (27, 3%) students undecided that group study helps them to understand the working process, two (6%) students disagreed that group study helps them to understand the working process.

Table 8

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
This approach enables me to participate in sharing information, making decisions, and solving problems.	5	22	5	1	

Based on the table eight, five (15%) students were strongly agreed that Cooperative Learning enables them to participate in sharing information, making decisions, and solving problems. Twenty two (66,7%) students agreed that CL enables them to participate in sharing information, making decisions, and solving problems. Five (15%) undecided that CL enables them to participate in sharing information, making decisions, and solving problems, and one (3%) disagreed that CL enables them to participate in sharing information, making decisions, and solving problems.

Table 9

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I prefer the class to have more group activities rather than individual study	6	14	10	3	

Based on the table nine, six (18, 2%) students were strongly agreed that they prefer the class to have more group activities rather than individual study, fourteen (42, 5%) students agreed that they prefer the class to have more group activities rather than individual study, ten (30,3%) students undecided that they prefer the class to have more group activities rather than individual study, and three (9%) students disagreed that they prefer the class to have more group activities rather than individual study.

Table 10

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I willingly participate in-group activities.	6	21	4	2	

Based on the table ten, six (18, 2%) students were strongly agreed that they willingly participate in-group activities, twenty one (63, 6%) agreed that they willingly participate in-group activities, four (12, 1%) undecided that they willingly participate in-group activities, and two (6%) disagreed that they willingly participate in-group activities.

Table 11

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
Group study can improve my attitude towards work.	6	17	6	2	2

Based on the table eleven, six (18, 2%) students were strongly agreed that CL can improve their attitude towards work, seventeen (51, 6%) agreed that CL can improve their attitude towards work, six (18, 2%) felt undecided that CL can improve their attitude towards work, two (6%) students disagreed that CL can improve their attitude towards work, and two (6%) strongly disagreed that CL can improve their attitude towards work.

Table 12

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I don't like teachers' intervention when we do group work	4	5	6	13	5

Based on the table twelve, four (12,1%) students were strongly agreed that they do not like teachers' intervention when they do group work, five (15%) students agreed that they do not like teachers' intervention when they do group work, six (18,2%) undecided that they do not like teachers' intervention when they do group work, thirteen (39,4%) disagreed that they do not like teachers' intervention when they do group work, and five (15%) strongly disagreed that they do not like teachers' intervention when they do group work.

Table 13

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I think interaction can improve English more than just learning from teachers	6	17	8	2	

Based on the table thirteen, six (18,2%) students were strongly agreed that interaction can improve English more than just learning from teachers, seventeen (51,6%) agreed that interaction can improve English more than just learning from teachers, eight (24,3%) undecided that interaction can improve English more than just learning from teachers and two (6%) disagreed that interaction can improve English more than just learning from teachers.

Table 14

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
This approach helps everyone reach the goal equally	4	15	11	3	

Based on the table fourteen, four (12,1%) students were strongly agreed that cooperative learning approach helps everyone reach the goal equally, fifteen (45,5%) agreed that cooperative learning approach helps everyone reach the goal equally, eleven (33,3%) undecided that cooperative learning approach helps everyone reach the goal equally and three (9%) disagreed that cooperative learning approach helps everyone reach the goal equally.

Table 15

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
This approach trains me how to be a good leader and a good follower	8	14	8	3	

Based on the table fifteen, eight (24,3%) students were strongly agreed that cooperative learning approach trains them how to be a good leader and a good follower, fourteen (24,3%) are agreed that cooperative learning approach trains them how to be a good leader and a good follower, eight (24,3%) are undecided that cooperative learning approach trains them how to be a good leader and a good follower and three (9%) students are disagreed that cooperative learning approach trains them how to be a good leader and a good follower.

Table 16

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
This approach creates a good relationship among group members	5	15	9	2	2

Based on the table sixteen, five (15%) students were strongly agreed that cooperative learning approach creates a good relation- ship among group members, fifteen (45,5%) are agreed that cooperative learning approach creates a good relation- ship among group members, nine (27,3%) are undecided that cooperative learning approach creates a good relation- ship among group members, two (6%) are disagreed that cooperative learning approach creates a good relation- ship among group members, and two (6%) students are strongly disagreed that cooperative learning approach creates a good relation- ship among group members.

Table 17

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
The lessons become more interesting with this approach.	1	23	8	1	

Based on the table seventeen, one (3%) students were strongly agreed that the lesson become more interesting with cooperative learning approach, twenty three (69,7%) are agreed that the lesson become more interesting with cooperative learning approach, eight (24,3%) are undecided that the lesson become more interesting with cooperative learning approach, and one (3%) students disagreed that the lesson become more interesting with cooperative learning approach.

Table 18

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I feel actively involved in all activities through this approach.	1	21	7	4	

Based on the table eighteen, one (3%) students were strongly agree feel actively involved in all activities through cooperative learning approach, twenty one (63,6%) agreed feel actively

involved in all activities through cooperative learning approach, seven (21,2%) undecided feel actively involved in all activities through cooperative learning approach and four (12%) students strongly disagreed feel actively involved in all activities through cooperative learning approach.

Table 19

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I feel intellectually challenged through this approach	3	19	8	2	1

Based on the table nineteen, three (9%) students were strongly agreed feel intellectually challenged through cooperative learning approach, nineteen (57,6%) agreed feel intellectually challenged through cooperative learning approach, eight (24,3%) undecided feel intellectually challenged through cooperative learning approach, two (6%) disagreed feel intellectually challenged through cooperative learning approach and one (3%) students strongly disagreed feel intellectually challenged through cooperative learning approach.

Table 20

Statement	Student's Response				
	5 Strongly Agree	4 Agree	3 Undecided	2 Disagree	1 Strongly Disagree
I cooperate much in the group. I wish teacher could use more group study and activities in the class.	3	14	13	3	

Based on the table twenty, three (9%) students were strongly agreed that they cooperate much in the group and wish teacher could use more group study and activities in the class, fourteen (42, 4%) agreed that they cooperate much in the group and wish teacher could use more group study and activities in the class, thirteen (39,4%) undecided that they cooperate much in

the group and wish teacher could use more group study and activities in the class, and three (9%) students are disagreed that they cooperate much in the group and wish teacher could use more group study and activities in the class.

Based on students' perceptions of applying cooperative learning in EFL classroom above, more than half of students feel familiar with group activities in the classroom and as much as (54.6%) their lecture often use CL as an activity in their classroom. In addition, most of the participants prefer working groups to work individually. According to the result, most of them think it approach enables them to participate in sharing information, making decisions, solving problems and as much as (63, 6%) they willingly participate in group activities. Furthermore, they agree if interaction can improve English more than just learning from teachers and helps everyone reach the goal equally. Overall, the results show that the students of Indonesia study program of IKIP Siliwangi Bandung positive in applying Cooperative Learning in EFL classroom and CL is a good approach.

E. CONCLUSIONS AND SUGGESTIONS

The result of this study indicates that perception of using group work or cooperative learning in EFL classroom. The data show that cooperative learning helps students in learning language and most of the students agreed that this approach helps them to acquire the knowledge through working in a team easily and make the learning process more interesting. Moreover, students believe that through cooperative learning they can learn language not only from the teacher but also from the interaction with the others. Based on the students' perception, cooperative learning produce good impact for the students to reach the goals of the learning language; it means that cooperative learning is one of the effective approaches to apply especially in EFL classroom.

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