

**THE EFFECTIVENESS OF USING COOPERATIVE LEARNING STRATEGY IN
IMPROVING STUDENTS' MOTIVATION
ON ENGLISH LITERATURE LESSON
IN UNIVERSITY OF PGRI RONGGOLawe TUBAN**

**Dyah Kurniawati
(Universitas PGRI Ronggolawe Tuban)**

ABSTRACT

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.

One type of learning strategy to be discussed in this paper is cooperative learning. Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Students encourage and support each other assume responsibility for their own and each other's learning, employ group related social skills, and evaluate the group's progress. Human beings are social creatures by nature and cooperation has been used throughout history in all aspects of our lives. Therefore, it follows that cooperative learning groups in schools would be used as a logical teaching method.

In teaching learning process, students' motivation is very essential. Students' motivation in learning English can be a good modal for enhancing the teachers' objectives in their class. Because of the importance of motivation, the teacher should be more creative in order to enhancing students' motivation in the class. It' is necessary to apply an effective learning technique remembering learning strategy is one of the important tools which bring the significant role in the learning process.

Keywords: Cooperative learning, students' motivation.

A. Background of the Problem

A language is a systematic means of communication by the use of sounds or conventional symbols. It is the code we all use to express ourselves and communicate to others. It is a system for communicating ideas and feelings using sounds, gestures, signs or marks. A language is the written and spoken methods of combining words to create meaning used by a particular group of people.

English becomes the most essential language in the world. Almost all people from many different countries around the world use it to communicate. The area of English has

always become a special interest. It is because of the importance of English in any scope of our lives. For various historical and economic reasons, English has become the dominant language of the world in the twenty-first century. English is the language of science, air traffic control, and tourism, the Internet and to a very large extent of trade and export. So that is why improving the quality in teaching English is very important to prepare the learners of English as a Foreign Language can be competitive as the human resource in their life.

There are infinite procedures teachers use to achieve desired effects from their students, but there are general patterns these motivational tools follow. In order for teachers to communicate with their students, they must identify with their needs on an individual basis (Gawel, 1997). It is important to think about motivation as the essence of language teaching because of the stark realities of learning English. The condition which happens in class is the students feel afraid of English as one of their subject. It is because they feel that English is very difficult to learn. So that, most students do not have enough motivation to learn and to get involve in the activity of learning. Because of these adverse conditions, the students have to have extraordinary motivation in order to succeed at learning English.

In teaching learning process, students' motivation is very essential. Students' motivation in learning English can be a good modal for enhancing the teachers' objectives in their class. Because of the importance of motivation, the teacher should be more creative in order to enhancing students' motivation in the class. It' is necessary to apply an effective learning technique remembering learning strategy is one of the important tools which bring the significant role in the learning process. In relation to this, Harmer (1993) states that all teachers can think of situations in which certain motivated students do significantly better than their peers and it seems responsible to suggest that the motivation of the students is perhaps the single most important thing that brings to the classrooms.

There are some aspects on teaching which can influence students' learning motivation. They are teacher, student, material, media, method, and evaluation (Cohen, 1994). Based on this statement, method brings also the significant influence in the success of the process of teaching learning, especially in terms of improving students' motivation in the class. So that, the effective strategy should be applied by the teacher in achieving class objectives. There are some strategies in learning. According to Johnson & Johnson (1999), there are four types of learning. They are Competitive Learning, Individualistic Learning, Collaborative Learning and Cooperative Learning.

One type of learning strategy to be discussed in this paper is cooperative learning. Cooperative learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal (Kagan, 1994). Students encourage and support each other assume responsibility for their own and each other's learning, employ group related social skills, and evaluate the group's progress. Human beings are social creatures by nature and cooperation has been used throughout history in all aspects of our lives. Therefore, it follows that cooperative learning groups in schools would be used as a logical teaching method.

Johnson, Johnson, & Holubec (1993) define cooperative learning as a variety of concepts and techniques for enhancing the value of student-student interaction. Students work together to learn and are responsible for their teammates' learning as well as their own. There are five key concepts include: positive interdependence, individual accountability, collaborative skills, processing group interaction, heterogeneous grouping.

Cooperative learning groups do not separate students on the basis of class, race or gender. It is a peer-centered pedagogy that promotes students' motivation and builds positive social relationships (Sapon-Shevin, 1994). The problem of this study is limited to the effectiveness of cooperative learning as a strategy on English literature lesson to increase students' motivation for the 5th semester students of English Study Program of University of PGRI Ronggolawe Tuban. From the identification and limitation above, the problem of this research is "Is there any significant difference between learning motivation of students who are taught using cooperative learning and those who are taught without it?"

B. Objectives of the Research

The objective of this research is to find out whether there is any significant difference between learning motivation of students who are taught by applying Cooperative Learning and those who are taught without it.

C. Research Method

This is a descriptive study which applies both qualitative and quantitative methods of research. In this case the current status of this study is the effectiveness of using cooperative learning strategy in improving students' motivation. The study adopts the ethnographic approach that is generally identified as qualitative process oriented approach to the study of interaction (Chaudron, 1988). The collection of data via ethnographic style methods, such as interviews and classroom observations, enabled students to express their beliefs and the relationships between themselves and the context in which they operate.

The population of this research is all students of the 5th semester of English Study Program in University of PGRI Tuban that is 200 students. The sampling technique uses random sampling with 100 students as the sample. The data collection method of this research uses observation sheet and questionnaire while the research instrument is performance assessment sheet of novel analysis and the questionnaire of students' opinion about the implementation of cooperative learning.

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