Chapter One

Introduction

In this chapter, the researcher gives an introduction about this study. This research aims to find out students' perception on the implementation of cooperative learning at English Education Department of Universitas Muhammadiyah Yogyakarta (EED of UMY). This chapter consists of some sub chapters including background of the study, identification of the problems, limitation of the problems, research questions, objectives of the study, and significances of the study.

Background of the study

Cooperative learning has been implemented in many institutions of education in the world. According to Johnson & Johnson as cited by Azizinezhad, Hashemi, and Darvihi (2013), cooperative learning is used in almost school in the world and wider in higher education. Furthermore, it is declared to be an effective teaching method both in foreign and second language education by experts around the world. Cooperative learning has become popular in the world because it has been proved to become an effective teaching method which makes students active to involve in teaching and learning process. In the cooperative learning, students become an active learner to get the knowledge by using small group discussion. According to Pham (2011) cooperative learning was a teaching approach that used small-group discussion to complete the goals. Small group discussion engaged the students to take part and give their opinion in a team. Burden and Byrd (2003)

said that small group discussion increase students' participation by allowing more students to involve in the discussion.

There are still problems faced in the implementation process. From the researcher experience, there were problems appeared in English Education Department of UMY. The problems come both from the lecturer and from the students. From the lecturer, the researcher found that they often lost control of the activities. It affects to the students, they were often performing misbehavior activities in the classroom such as they talked out of the topic with their friends during group discussion and played their mobile phone. Sometimes students are confused about the instructions given by the lecturer. It appears from the groups who cannot achieve the goals of the discussion.

Besides, there are some problems came from the students. The researcher often meets students who did not trust their friends. They are often belittling their friends' opinion and they are ignoring what other students said. That is reported by Tuan (2010), who stated that sometimes students believed that knowledge only came from the teacher, not from the group; so that, they were unwilling to accept information or knowledge from the group members.

English Education Department is one of major in University Muhammadiyah of Yogyakarta that produces teacher candidate every graduation. Besides, the students of English Education Department of UMY are also given material by the lecturer as a provision to become entrepreneur, journalist, and translator. In the process of teaching and learning process, English Education

Department adapts cooperative learning as the teaching method. However, there are still limited research and sources related to cooperative learning at English Education Department. Consequently, looking at the problems above, the researcher is interested to know "students' perception on the use of cooperative learning method in the teaching and learning process at English Education Department".

Identification of the Problems

English Education Department students study using cooperative learning method since their first semester. They have learned to work in a group such as group presentation and group discussion. They have practiced to cooperate with other students and solved problem faced in the activities.

Cooperative learning has many advantages for the lecturer and the students. It reduced students' anxiety to talk with other friends and share their opinion. Therefore, cooperative learning makes students have more chances to train their speaking skills and develop their soft skills. Besides, it makes teachers have more time to assess students' work in their groups.

Looking at those things, the researcher relies that there are problems related cooperative learning method can be researched such as; the lecturers have not practiced yet the concept of cooperative learning fully which means there are still any aspects of cooperative learning have not implemented at EED of UMY, the students have not understood yet about how to learn using cooperative

learning method, and there is still limited research about students' opinions on the implementation of cooperative learning at EED of UMY.

Limitation of the Problems

University Muhammadiyah of Yogyakarta (UMY) especially English Education Department (EED) have adapted cooperative learning method. However, there still arise problems on the implementation of cooperative learning at English Education Department. Looking at problems above, the researcher could not research all of the subjects because of limited time to do the research. Therefore, this research focuses on revealing the students' perception on the implementation of cooperative learning. Furthermore, the researcher explores the advantages and disadvantages of cooperative learning in the teaching and learning process at EED of UMY.

Research Questions

The researcher tries to find out students' perception on the use of cooperative learning method. Thus, the researcher created some questions that were stated below:

1. What are students' perception on the implementation of cooperative learning method at EED of UMY batch 2014?

2. What are students' perception on the advantages of cooperative learning method at EED of UMY academic batch 2014?

3. What are students' perception on the disadvantages of cooperative learning method at EED of UMY batch 2014?

Objectives of the study

This research has some objectives, which are:

1. To reveal students' perception on the implementation of cooperative learning method at EED of UMY batch 2014.

2. To identify students' perception about the advantages of cooperative learning method at EED of UMY batch 2014.

3. To find out students' perception about the disadvantages of cooperative learning method at EED of UMY batch 2014.

Significances of the study

After data about the implementation, advantages and disadvantages of cooperative learning are explored, this research will be beneficial for:

The researcher. This research is hoped to give the researcher more information about cooperative learning. Therefore, the researcher can make the implementation of cooperative learning become more effective on making students master the material in the future.

Students. It can give understanding about how to work in cooperative learning method. After they understand, they can learn using cooperative learning method effectively.

Lecturers. It can help the lecturer to implement cooperative learning more effective and handles the problems appeared in the implementation.

Future researchers. This research can be their reference since their research discusses about cooperative learning. Besides, this research is hoped to inspire future researcher to conduct research related cooperative learning.

Outline of the Study

This research consists of five chapters, beginning from chapter one until chapter five. Chapter one discusses the introduction that consisted of background of the study, identification of the problems, limitation of the problems, research questions, objectives of the study, significance of the study and outline of the study.

Chapter two shows the literature review. It discusses all of literature or theories about cooperative learning includes the definition of cooperative learning, the implementation of cooperative learning, the advantages of cooperative learning, the disadvantages of cooperative learning, and conceptual framework.

Chapter three is methodology. It explains how the researcher conduct this research. For more specific, it consists of design of the study, setting of the study, participants of the study, data collection method, and analysis of the data. Qualitative research is employed as the method of the study while descriptive qualitative as the research design. Interview is the instrument of data collection used by the researcher. The participants are four students of EED of UMY batch 2014 who are chosen by researcher based on their willingness to be studied. The data has been collected by the researcher is analyzed using coding.

Chapter four shows finding and discussion. There are some findings found by the researcher, which are implementation of cooperative learning, advantages of cooperative learning, and disadvantages of cooperative learning. The last chapter, chapter five talks about the conclusion and recommendation of the study.