

## **Chapter Two**

### **Literature Review**

This chapter presents some theories related to the topic of this research. They include the definition of Cooperative Learning, the objectives of Cooperative Learning, the Elements of Cooperative Learning, Characteristics of Cooperative Learning, the type of Cooperative Learning, the benefits and the problems of Cooperative Learning, and the last is included the definition of Material Design class in EED.

#### **Definition of Cooperative Learning**

There are some definitions of Cooperative learning. According to David and Johnson (2001) defined that Cooperative Learning is a successful teaching strategy in which small teams, and each student with different level of abilities. With that small group, students hope they can help each other. It is in line with Slavin (2011) who argued that instructional method is the method where teachers organize students into small groups, then they work together to help one another learn academic content. Based on the above opinion, Cooperative Learning is a teaching method in which students work in small groups to help one another learn academic content and students are expected to help each other.

Beside that, Cooperative Learning makes students to be brave in communicating in front of the audience, delivering the opinion and also respecting other's opinion. According to Liang (2002), Cooperative Learning is a learning process where students are not passive learners but they are active learners. It can be concluded from some definitions above that Cooperative Learning is a learning

method that makes students good in both hard skill and soft skill. This method uses group discussion as the way to achieve the goal. This is intended to make students become responsible both group and themselves. This method is hoped to make students become active learners.

### **The Objectives of Cooperative Learning**

The aim of Cooperative Learning is different from conventional which has applied competitive method. According to Isjoni (2007) the purpose of Cooperative Learning is to make students work in a group, respect other's opinion, and also give chance to the other to deliver the opinion. Cooperative Learning is arranged in facilitating students to have leadership and decision maker skill in a group. Then, this let students to communicate in a group although they have different background. In line Eggen and Kauchak (1996) stated that Cooperative Learning is a learning strategy which let students work together in a group to achieve the same goal. So, students have two roles; as teacher and students. In order to achieve the same goal, they should communicate all things in a group so that their social ability can be improved.

According to Ibrahim in Husein (2010), there are three purposes of this learning method:

**Academic Result.** Cooperative Learning will give positive contribution to their social ability, this method also gives positive contribution to students' academic achievement. Some experts show that this method can increase students' academic achievement. This is caused by the condition that lower students and higher students should be in one group to work together. They should

finish the assignment together. it can be assumed that higher students will give positive contribution to the lower students.

**Individual Difference Acceptance.** Another purpose of this Cooperative Learning model is the social ability which can be built by students who are from different culture, region, religion, and also ability. They should be in a group so they are forced to communicate one each other. It can increase students' respect toward the other.

**Social Ability Development.** The most important purpose from this learning model is team-work ability of each student. Nowadays, socialize ability is very important because they will live in their society.

Some experts stated that, the aim of Cooperative Learning is to make student work in a group so that they can understand each member well. Besides, Cooperative Learning will make students respect other's opinion.

### **The Element of Cooperative Learning**

Basically, Cooperative Learning is like working in group, although Cooperative Learning let the student make a group, working in group cannot be categorized as Cooperative Learning. As Gillies (2003) said that conducting Cooperative Learning does not mean that teachers simply let the students sit next to each other at the same desk and ask them to do their own tasks. Johnson and Johnson (1990) also claimed that placing people in the same room, seating them together, telling them that they are a cooperative group, and advising them to 'cooperate', does not make them a cooperative group. So, Cooperative Learning is

not only about working in group but also another important element to achieve the goal maximally.

There are five basic elements which can be used to differentiate Cooperative Learning with work in group. These five elements are positive interdependence, face-to-face interaction, individual accountability, interpersonal & social skills, and group processing, must be present in the cooperative classroom (Johnson & Johnson, 2008).

**Positive Interdependence.** Students should have perception that they have to do a teamwork to achieve the aim of group. In a group, there is a different understanding about learning knowledge. Therefore, each members of group should help each other for understanding the concept, discussion, and explain about how to finish the task. The members of group should be ensuring that each members of group have understanding the material well. This will give positive dependency from each student in finishing the assignment.

**Student to Student Interaction.** The teacher encourages students to help each other. Students share resources with each other, provide constructive feedback, challenge other members' reasoning and ideas, keep an open mind, act in a trustworthy way, and promote a safe feeling for all by reducing anxiety. So, this can influence the learning process.

**Individual Accountability.** The Students do not only work together but they also should perform independently. Each individual's performance is assessed. Students must take personal responsibility for working toward the group aim.

**Social Skills.** Students learn and use appropriate social skills that include leadership, decision-making, trust building, communication, and conflict-management. This will create positive relation of each individual, develop group ability, and also keep effective work.

**Group Process.** Students should evaluate the effectiveness of their group when they do a groupwork. Every groups need to sustain their success and able to fix the weaknesses of group. It will help them solve the problem and know about how important cooperative skills.

MoreoverLundgren (1994)adds some elements which is in Cooperative Learning. First students have perception that they lost and swim together, so students should have togetherness in a group. It means that every students should be solid in a group, if there is one of the student incompetent while doing the task, the others should help in order to the group's success can be achieved. Second students should be responsible with the other students in a group beside they should be responsible to themselves in understanding the material. Third; students should have same purpose, if all of the students have a same purpose, they will do teamwork to achieve the goal of learning. Forth, students should divide task and responsibility evenly. Fifth, students in a group have the same chance to be evaluated or rewarded, rewarding can be looked by the task of each groups whether success or not. If the result is not satisfied, it means that the group is not running well. Sixth, students share leadership in addition to learning, in Cooperative Learning every student take turns to lead and appropriate with the tasks that have been given, so that every student has experience as a leader. And

seventh students will be responsible to the material which is learned individually. It needs self-awareness of every student to be responsible, because often occurs that only several students who want to do the task of group.

Teachers have important role in Cooperative Learning namely facilitator, mediator, motivator, and evaluator. Based on Cooperative Learning element, Johnson and Johnson in Wahyuni (2001) said that there are some teachers' roles in this Cooperative Learning. The First are deciding learning objective. Second being a decision maker who puts students in group before learning process is started is also one of teacher's roles. Explaining assignment and learning objective to the students. In my addition, control group discussion and provide assignment requirement, are covered in teacher's roles. The last is to evaluate students and help students in order to have good teamwork.

There are four teacher roles in the class. Firstly, as facilitator teachers can create fun and comfortable class, giving learning resource to support teaching learning process. Secondly, teachers function as mediator in the class. Teachers have important role in connecting learning material through Cooperative Learning with the real problem in daily life, make discussion in the right way but teachers do not give the answer. Teachers also have a role as a motivator. Teachers are giving support to students to be a part of discussion. This will stimulate students to be brave in developing their skills. The last is teachers as an evaluator. Teachers give evaluation both for the learning result and in the process of learning.

## **Types of Cooperative Learning method**

There are many Cooperative Learning methods that are designed to achieve different objectives. When these methods are used frequently and correctly, students will acquire the positive results of Cooperative Learning. The most popular Cooperative Learning techniques are described below.

**Jigsaw.** Each student in a four to five member team is given part of information of the learning activity. Then each student should know all information to be successful. Students work cooperatively in two different teams namely the original team and an expert team. All students in the expert team seek the same information, study it, and decide how best to teach it to their peers in the original team. After this is accomplished, students return to their original teams to teach the subject to the others in the team.

**Think Pair Share.** This strategy can be used before introducing new concepts. It gives everyone in the class time to access prior knowledge and provides a chance for them to share their ideas with someone. Think-Pair-Share helps students organize their knowledge and motivates learning of new topics. There are three steps to Think-Pair-Share with a time limit on each step signaled by the teacher. (1) Students are asked to brainstorm a concept individually and organize their thoughts on paper. (2) Students pair up and compile a list of their ideas. (3) Each pair will then share with the entire class until all ideas have been recorded and discussed.

**Send a problem.** Students are placed in heterogeneous teams of four. Each team designs a problem to send around the class. The other teams solve the

problem. Since all of the teams send their own problem, there are a series of problems solved in this one activity. Results are shared with the class.

**Round Robin.** Students are placed in heterogeneous teams of four. Each student has an opportunity to speak without being interrupted. The discussion moves clockwise around the team; everyone must contribute to the topic. The team may use an item to pass around as a visual aid to determine who has the floor. Round Table is another version. The difference being that a piece of paper is passed around and each member writes instead of speaks about the topic.

**Mind Mapping.** Mind Mapping is the process of visually depicting a central concept with symbols, images, colors, keywords, and branches. This is a fast and fun way to take visual notes, foster creativity, stretch students' visual thinking skills, make learning contextual and meaningful, and promote active involvement with the learning content. Pairs of students may create their own mind map or they may simultaneously add to the team and or class mind map.

### **Characteristics of Cooperative Learning**

Cooperative Learning method has characteristics. According to Koutsides (2001) there are five characteristics of Cooperative Learning method. First students work together on common tasks or learning activities that are handled through group work. Second students work together in small groups containing two to five members. Third students use cooperative, pro-social behavior to accomplish their common tasks or learning activities. Fourth students are positively interdependent. Activities are structured so that students need each other to

accomplish their common tasks or learning activities. And fifth students are individually accountable or responsible for their work or learning.

In line with Johnson and Holubec (1994) also stated that making the minority students do not fall behind higher-achieving students, Cooperative Learning sought to do the following. First raise the achievement of entire students, including those who are gifted or academically handicapped. Second help the teacher to build positive relationships among students. Third give the students many experiences toward their social, psychological, and cognitive development. Forth replace the cognitive organizational structure of most classrooms and school with a team-based, high-performance organizational structure. Cooperative Learning is a generic term for various small group interactive instructional procedures. Students work together on academic tasks in small groups to help themselves and their teammates learn together.

### **Benefits of Cooperative Learning**

Cooperative Learning has benefits to give students opportunity for developing their abilities in learning process. In Cooperative Learning process, students should be active in learning process through teamwork in group of discussion. Karli and Yuliaritainingsih (2002) argued the benefits of Cooperative Learning model, as follow Involving the students actively to develop their knowledge, attitude, and skill in the process of learning which opened and democratic. Group learning will make students are easier to interact actively in processing the material. Students can develop the ability of critical thinking , creative, and also reflective in the process of group work.

Through Cooperative Learning, student can develop student's ability in understanding the problem around. Work in a group will make students able to help their friends so it can increase their social skill and the students can work together to achieve their individual purpose. It is in line with Anita (2007) who assumed that Cooperative Learning is a learning which uses small group, so students can work in group to maximize their learning process and the group itself. Asma (2006) added that, Cooperative Learning is learning style which makes the students become more responsible with the groups so that each member can understand the subject well. Thus, each individual will have positive dependence. That will make students be responsible to the group and each member. Each student will help the other; they will get motivation in group success

Kagan as cited by Muhibuddin (2008) said that there are several strengths in Cooperative Learning. First develop a student's academic ability in learning activities. Second increase memory retention of students to learning materials. Third increase student satisfaction in learning. Fourth able to develop the social skills of students. Fifth develop a sense of mutual respect among students. And sixth builds a positive relationship between students.

The other strengths of Cooperative Learning, as stated from Sanjaya (2007) are including first students get learning materials as well as information from various sources and learn from other students. It will increase the confidence of students and reduce dependence on the teacher. Second through the learning activities in Cooperative Learning, students' ability to argue and express their ideas verbally will be increased. Third with the differences in each individual,

students will learn about mutual respect. Forth with learning group in Cooperative Learning, each student is required to have learning responsibility in groups and individually. Fifth increases academic achievement at once social capabilities of students develop self-esteem, positive interpersonal relationships with others, develop skills to manage time, and a positive attitude on schools. Sixth students are free to express any opinion or ideas, and learn to solve any problem issues in the learning process. And seventh students can apply the theory they have learned in a direct practice. It can increase the motivation and stimulus for thought. Another benefit of cooperative learning is Cooperative Learning can raises student motivation in learning. In line with (1984) has stated that the factor that influences the success of cooperative learning is the positive motivational impact of peer support for learning. Working in small groups, peers recognize that their rewards are dependant on the success of their teammates and are more likely to provide support for each other's learning.

Based on several strenghts above, the strenghts of cooperative-learning can be categorized into two namely academic and social-emotional Material Design. For academic division, Cooperative Learning is a most effective method to improve students's academic skill than another method, as a statement by Cooper (1990) For decades there have been hundreds of studies, which ultimately have come to the same basic conclusion, post-secondary students learn more, are better able to remember and then transfer their knowledge when taught with the Cooperative Learning model than other instructional methods. Besides academic skill, Cooperative Learning also has strenght in social-emotional skill. Social-

emotional skill also as important as with academic skill, because it is not enough if students only mastering their academic skill for their success. Furthermore, Cooperative Learning is the right strategy for developing their social-emotional skill. As a statement from Strom & Strom (2003) who mentioned that Cooperative Learning help the students to be a good communicator, listener and also good leader.

### **Problems of Cooperative Learning**

Cooperative Learning not only has some strenghtness, but also it has some problem. Its like what Dess said in the Rofiq (2010), there are some weaknesses in Cooperative Learning, namely ; Cooperative Learning spends a long time to reach the objectives of the study, so several teachers do not want to use Cooperative Learning strategy, because for using Cooperative Learning strategy teacher should has special skill and Cooperative Learning demands a certain character from the students such as teamwork. In Cooperative Learning, teamwork is the important thing, according to Gunawan (2003) if teamwork does not run well, there is only few students who will be clever and active.

Isjoni, (2009) added that Cooperative Learning has some factors in the process. First, teacher should prepare the material well, beside they need more energy, consideration, and time. The next, it would be better if facilities of school good enough and available there in order that learning process is running well. And then, when the groupwork is ongoing, there are some main problems extend and it is not appropriate with the time management that given. The last,

sometimes in the discussion process, it dominates with an individual and it causes several students becomes passive learner.

According to Matthew in Samsudin(2006) the domination of students in the learning process is caused by student who has top average of ability feel anxious with the result of the task if the task is conducted by their friend who has low average and it makes the top average student prefer to do the task by themselves. The domination of students will appear disagreement in the group between students who has more contribution than students who has less contribution. Furthermore, disagreement should be avoid in the group in order that the goal of learning can be achieved.

According to Sanjaya (2007) there are two weakness of Cooperative Learning. The factors are first students who considered has strenghtness, they feel obstructed by students who considered has less of strenghtness. It can be disturbing the process of teamwork in a group. And second is the success of Cooperative Learning in developing self-awareness of group working, spend a long time and it cannot be achieve if only once or several times of meeting.

Actually, if the teacher has played the role as a facilitator, motivator, mediator even evaluator, so that the problems which is found can be solved in the model of Cooperative Learning. The role of teacher is very necessary for creating conducive class circumstance in order that learning model can be inplemented as well as possible. It is appropriate with the argument of Noornia in Isjoni (2009) that to finish a learning material with Cooperative Learning will spend much times than conventional learning, even it can causes the material inappropriate

with the curriculum if the teacher has no experiences about it. From teaching skill aspect, teacher needs a good preparation and much experiences to apply good Cooperative Learning.

### **Material Design class at EED UMY**

Material Design subject in EED UMY is the subject where students will be given a chance to learn how to develop the textbook through reading, analyzing and reflecting. This study uses some theories in analyzing, evaluating, and also developing teaching material for teaching English.

The class of Material Design has a purpose for preparing their student as good prospective teacher. For developing and evaluating the teaching material, students should have comprehensive understanding about the theory of Material Design. Those skills will be needed by a teacher to decide what is the right and effective teaching material in order that the purpose of learning can be achieved.

According to the syllabus of Material Design there are learning steps in Material Design class. They are including first read and reflect on various texts about Material Designs. Second understand the roles of materials and Material Design in teaching context. Third understand the principles of designing teaching materials. Fourth analyze the existed teaching materials. Fifth develop a textbook for specific EFL/ESL class. And the last is present the developed text books.

The system of assessment in Material Design class at EED UMY has two competences, namely hard skill and soft skill. Hard skill consists of reading and reflecting various texts about Material Designs, Understand the roles of materials and Material Design in teaching context, Understand the principles of designing

teaching materials, analyzing the existed teaching materials, developing a textbook for specific EFL/ESL class and Present the developed text books. Blog Entries, Final Project Drafts, Final Project and Presentation of the final project.

While softskill consists of creativity, analytical thinking and team works. Completing the project will require the students to read on theories of developing teaching materials and use their analytical thinking to evaluate and reflect these theories into practice. Besides,through the project, students can develop their creativity and innovative skills to create interesting textbooks. Finally, the skill of working in team can be developed in the project because the project may not be completed unless the students work well in teams.