

CHAPTER I INTRODUCTION

This chapter will discuss the research background, research focus, formulation, research significance, and thesis organization.

A. Research Background

Cooperative learning is an illustration of how research-validated theory can inform instructional practice. Social independence theory serves as the primary theoretical foundation for cooperative learning. The text offers precise explanations of cooperative, competitive, and individualistic learning. Multiple research studies have confirmed the fundamental principles of cooperative learning and have shown that it enhances students' motivation to succeed, fosters positive interactions with peers and teachers, and enhances psychological well-being. Operational procedures have been developed from the established theory to effectively apply cooperative learning in various levels of students containing the necessary components for implementing formal cooperative learning, informal cooperative learning, and cooperative base groups.¹

Cooperative learning aims to enhance academic learning outcomes. Acceptance of diversity, and cultivate students' social skills by engaging them in collaborative group work. Cooperative learning works to cultivate students into resilient, compassionate, and engaged individuals in the process of acquiring knowledge. Cooperative learning is founded upon Vygotsky's learning theory, which highlights social interaction as a means of facilitating cognitive growth.

Cooperative learning can be implemented through a range of approaches or tactics, including jigsaw, STAD, TGT, GI, NHT, and TPS2. Every method process unique attributes, benefits, and drawbacks. Cooperative learning refers to instructional methods in which students work in small groups to help each other learn. Cooperative learning entails the utilization of teaching techniques wherein students collaborate in small groups to facilitate mutual learning. This paper examines four prominent theoretical viewpoints about the impact of cooperative learning on academic achievement: These terms refer to the concepts of inspiring, fostering unity, promoting growth, and enhancing mental processing. Practical classroom research provides evidence that mainly supports the

¹ Roger T. Johnson, 'David Johnson: A Leading Teacher of Cooperative Learning', *Teaching Education* 6, no. 2 (December 1994): 123–25, <https://doi.org/10.1080/1047621940060215>.

motivational perspective, which highlights the importance of utilizing collective goals and individual responsibility for the performance of the group. Nevertheless, there are circumstances in which techniques developed from each of the four theoretical approaches contribute to the improvement of academic performance. This chapter integrates various ideas into a comprehensive theory of the impacts of cooperative learning.²

The researcher conducted field observations in the classroom during the English teaching and learning process using jigsaw type cooperative learning and found students' enthusiasm in discussing learning topics, and in conventional classes students do not appear the enthusiastic about learning and when the teacher checking for understanding by questions, students appear confused and find it difficult to answer. Classes that use cooperative learning techniques show the different outcome, the students easily understand and answer questions correctly.³

In the research conducted by Zhang Compared with traditional language teaching, cooperative language learning is in line with the development trend of language teaching methods and has many advantages. In foreign language learning classes, cooperative language learning provides students with the necessary academic and social skills. This study reveals that cooperative learning is beneficial for language learning in many aspects.⁴

Meta-analysis is research that uses existing studies and has been used by other researchers which is carried out systematically and quantitatively to obtain accurate conclusions.⁵ The meta-analysis technique is a statistical method for combining quantitative results from multiple studies to produce an overall summary of empirical knowledge on a particular topic. It is used to analyze central trends and variation in study results and to correct errors and biases in research. In this study, researchers will use several samples in the form of previous research with similar topics to obtain information and be able to analyze the effect of previous research.

² Robert E. Slavin, 'Cooperative Learning and Academic Achievement: Why Does Groupwork Work?', *Anales de Psicología / Annals of Psychology* 30, no. 3 (4 August 2014): 782–91, <https://doi.org/10.6018/analesps.30.3.201201>.

³ Miss S, Observation Classroom, August 2022.

⁴ Yan Zhang, 'Cooperative Language Learning and Foreign Language Learning and Teaching', *Journal of Language Teaching and Research* 1, no. 1 (1 January 2010): 81–83, <https://doi.org/10.4304/jltr.1.1.81-83>.

⁵ Heri Retnawati et al., *Pengantar Analisis Meta* (Yogyakarta: Parama Publishing, 2018), 1.

There are several meta-analytic studies, such as those conducted by Prameswari, in the meta-analytic study research that focused on the Prameswari⁶ (2020) cooperative learning method also showed significant progress in student learning outcomes. It is assumed that the cooperative learning method is a method that can improve learning outcomes through various previous research results. Then the study by Muhammad Khusni Amin (2020)⁷ from the university of Pancasakti Tegal undergraduate thesis mathematics education students from 2016 to 2019 make up the study's population. The sample technique used purposive sampling and obtained 44 undergraduate theses that fit the criteria. The data analysis technique uses of Cohen's d effect size. Research finding The Talking Stick type of cooperative learning had the largest effect size of the 18 types used, with an effect size value of 1, 06 in the large effect category. Moreover, the effect size of the application of cooperative learning based on educational level can improve mathematics achievement at the SMP/MTs, which is higher than the SMA/SMK.

The study meta-analysis in EFL from Xiang bin Qiu⁸ (2023) This study aims to compare the effectiveness of VR-based EFL learning methods with traditional EFL learning methods, and to determine what factors led to these results. The study Searched for articles published from 2015 to 2021 using Web of Science, ERIC, and Google Scholar. A total of 23 randomized controlled trials (RCTs) or quasi-experimental studies were included, and the effect size (ES) was calculated. The results show that the VR-based EFL learning method is significantly better than the traditional EFL learning method and has a small positive effect ($g = .445$).

Some of the meta-analysis studies that have been carried out are as a whole has not focused on the field of study of English subjects at various levels and the cooperative learning combinations used, and there has been no recent meta-analysis research on cooperative learning in English lessons specifically in Indonesia. So based on the problems that have been described, the researcher intends to conduct

⁶ Dinda Putri Prameswari and Theresia Sri Rahayu, 'Efektivitas Model Pembelajaran Cooperative Learning Tipe Make a Match Dan Numbered Head Together: Kajian Meta – Analisis', *Jurnal Ilmiah Pendidikan Profesi Guru* 3, no. 1 (24 August 2020): 2–9, <https://doi.org/10.23887/jippg.v3i1.28244>.

⁷ muhammad Khusni Amin, 'Meta Analisis Keefektifan Cooperative Learning Terhadap Prestasi Belajar Matematika' (Tegal, University of Pancasakti Tegal, 2020).

⁸ Xiang bin Qiu et al., 'The Effects of Virtual Reality on EFL Learning: A Meta-Analysis', *Education and Information Technologies*, 28 March 2023, <https://doi.org/10.1007/s10639-023-11738-0>.

research on “The Impact of Cooperative Learning to Improve the Learning Outcome in English Teaching: A meta-analysis”.

B. Research Questions

Based on the description above, the formulation of the problem in this study is as follows:

1. How is the effect of Cooperative Learning on the English learning outcome accumulatively?
2. How is the effect of Cooperative Learning on the English learning outcome based on the school level?
3. How is the effect of Cooperative Learning on the English learning outcome based on the region?

C. Research Objectives

Based on the research questions above, the formulation of the problem in this study is as follows:

1. To analyze the effect of Cooperative Learning on the English learning outcome accumulatively?
2. To analyze the effect of Cooperative Learning on the English learning outcome based on the school level?
3. To analyze the effect of Cooperative Learning on the English learning outcome based on the region?

D. Research Significances

This research has several significances that can contribute to the field of teaching English and developing cooperative learning. The following are some of the significance of this study:

1. Theoretically

- a. Deeper understanding of cooperative learning: through a comprehensive analysis, this research will provide a deeper understanding of the mechanisms and factors that make cooperative learning effective in the context of learning English. This can generate new insights in the formulation of cooperative learning theory and practice.
- b. Contribution to teaching practice: the results of this meta-analysis will provide English teachers with valuable insights into the effectiveness of using cooperative learning to improve learning outcomes. This information can help educators make more informed decisions in designing and implementing effective learning strategies.
- c. Education policy development: the findings from this research can provide a strong basis for the development of education policies that support the implementation of cooperative learning

in the education system. The use of cooperative learning can be integrated into curricula and learning programs to improve English learning outcomes nationally or regionally.

- d. Contribution to the scientific literature: this meta-analytic research will provide a valuable contribution to the scientific literature in the form of a systematic review and synthesis of the findings of previous research. This can be a useful reference for academics, researchers and practitioners in deepening their understanding of cooperative learning and teaching English.

2. Practically

- a. Directions for Further Research: This research can provide a basis for further research in the fields of cooperative learning and teaching of English. These findings may motivate other researchers to dig deeper into the specific factors that influence the effectiveness of cooperative learning, or to test interventions and strategies that are more specific in the context of teaching English.
- b. For Researchers: This research will provide benefits for researchers involved in conducting meta-analyses. By collecting, combining, and analyzing the findings of previous studies, researchers can develop skills in synthesizing literature, statistical analysis, and evaluating research methodology. In addition, researchers can also develop a deeper understanding of English language teaching and cooperative learning, and hone their research skills in this context.
- c. For students: Students in the field of education, especially those interested in teaching English, can benefit from this research. The findings from this meta-analysis may provide a better understanding of the effectiveness of cooperative learning in improving learning outcomes. Students can also use this information as a basis for their own research or as a reference in developing more effective learning strategies.

E. Definition of Key Terms

1. Cooperative Learning: Cooperative learning is an instructional approach where students work together in small groups to achieve a common learning goal. It involves active participation, collaboration, and mutual support among students, fostering interaction and shared responsibility for learning.⁹

⁹ Zhang, 'Cooperative Language Learning.....'

2. Learning Outcome: Learning outcome refers to the knowledge, skills, or abilities that students acquire or demonstrate as a result of their educational experiences. It represents the desired or expected achievements or changes in students' understanding or performance after engaging in a learning activity or program.¹⁰
3. English Teaching: English teaching refers to the process of instructing students in the English language, encompassing various aspects such as vocabulary, grammar, reading, writing, listening, and speaking skills. It involves strategies and techniques used by educators to facilitate language acquisition and proficiency among learners.¹¹
4. Meta-Analysis: Meta-analysis is a research methodology that involves the systematic review and statistical synthesis of multiple studies on a specific topic. It aims to summarize and integrate the findings from different studies to provide a more comprehensive and reliable assessment of the overall impact or effect size of a particular intervention or phenomenon.¹²

F. The Organization of Thesis

1. Chapter I introduction.

This chapter provides background information and the rationale of the research. This chapter consists of research background, research questions, research objectives, research significance, and organization of thesis.

- a. Research background. This section provides information related to the issues and concern.
- b. Research questions. This section formulates the question and the problems are identified.
- c. Research objectives. This section defines research objectives and scope, telling what researcher wants to do and should be in line with research questions.
- d. Research significances. This section identifies the contribution of the study and the parties.
- e. Definition of key terms. This section defines keywords or phrases used explicitly in the study in order to clarify the concepts and avoid misinterpretation.

¹⁰ 'Learning Outcomes - Types, And Examples Of Learning Outcomes', accessed 26 June 2023, <https://www.academiaerp.com/blog/learning-outcomes-types-and-examples-of-learning-outcomes/>.

¹¹ Thomas S. C. Farrell, *Reflective Language Teaching: Practical Applications for TESOL Teachers* (London ; New York: Bloomsbury Academic, 2018).

¹² Retnawati et al., *Pengantar Analisis Meta*.

- f. Organization of thesis. This section provides the structure of the thesis for each chapter.
2. Chapter II review of related literature.

This chapter consists of theoretical description, theoretical framework, review of previous studies, and hypothesis.

 - a. Theoretical description. This section provides the relevant theories to the research are discussed. This section consist theory of cooperative learning, learning outcome, English teaching, and meta-analysis.
 - b. Theoretical framework. This section synthesizes all major relevant theories which will help the researcher conduct the study answer the questions.
 - c. Review of previous study. This section discusses the relevant previous study that are identified as all previous researchers that have tackled the topic that digging through discussion and studying.
 - d. Hypothesis. This section provides a tentative answer to research problem that is advanced so that it can be tested.
3. Chapter III research methodology

This chapter presents a rationale for the method of research and analysis. This chapter describes the method of research and analysis outline the procedure in gathering and analyzing the data, and reveals the research's boundaries. This chapter consists of the research methodology that is Research design, populations and sample, Instruments and Data Collection Techniques.
4. Chapter IV research findings and discussions

This chapter consists of the research result and the discussions of the research findings based on the interpretation of the findings in light of the research questions.
5. Chapter V conclusion and recommendation

This chapter consists of the research conclusion and the recommendations of the research. The conclusion based on the interpretation of the conclusion in light of the research findings.
6. Bibliography