

THE ANALYSIS OF COOPERATIVE LEARNING STRATEGIES EMPLOYED IN *PERKULIAHAN PENGEMBANGAN BAHASA INGGRIS (PPBI) UIN MALANG*

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Abstract

Cooperative learning seems to be one of the popular ways to increase students' knowledge in learning as well as their interaction among students. It has been proven by many researchers that cooperative learning has positive effect in students' achievement. Thus, this present study aims to examine the implementation of cooperative learning in Perkuliahan Pengembangan Bahasa Inggris (PPBI), UIN Malang. PPBI is a special program made for developing students' English competence from various discipline offered in UIN Malang. The data had been collected through classroom observation, interview and documentary study. One class is chosen as the subject of this study because in that class various strategies of cooperative learning are employed. The analysis was conducted by examining the course outline, observing teaching and learning activities in several meetings, and interviewing teacher and students. The result of this study shows that cooperative learning has been stated clearly in the course outline as the strategy used for teaching and learning process. However, teaching learning and activity still uses the old paradigm of cooperative learning. Therefore, it is suggested that teaching and learning practice in PPBI UIN Malang should implement the principal of cooperative learning wellby increasing teacher's knowledge of cooperative learning principal to make a better learning activities in PPBI UIN Malang.

Key words: PPBI, UIN Malang, Cooperative Learning, teaching strategies

INTRODUCTION

Maulana Malik Ibrahim State Islamic University (UIN) Malang is one of the best universities in Malang. This university has six (6) faculties with nineteen (19) undergraduate programs, one (1) diploma program, six (6) graduate programs, and two (2) doctoral programs. The university located in JalanGajayana No.50 Malang has 'A' accreditation for its educational institution. With its 'A' accreditation, therefore, we want to conduct a study in this university to prove whether this university has really already accomplished the educational standard set by the government. We decided to do an observation in this university, not only because of its A accreditation, but also its motto. We are interested in the motto of this university which is "Bilingual University, *Menciptakan Professional Yang Ulama' dan Ulama' yang Professional*". The statement 'Bilingual University' catches our attention. Since its motto is bilingual university, this university wants its students not only to master *Bahasa*, but also foreign language, Arabic and English.

To visualize its motto, UIN has two programs called PPBA (*Perkuliahan Pengembangan Bahasa Arab*) and PPBI (*Perkuliahan Pengembangan Bahasa Inggris*). PPBI is Special Program made for developing students' English competence. This program is coordinated by English Center of UIN Malang. PPBI is conducted in the afternoon so that it will not disturb the lecture. PPBI is a compulsory program for all of students of UIN Malang because it is a part of the morning lecture (ESP Class). In short, all students ,especially those who are in the third semester, who take '*Bahasa Inggris I* or '*Bahasa Inggris II*' class have to take PPBI. Based on our interview, it is revealed that the mark of *Bahasa Inggris* class is get from 70% of morning lecture (*Bahasa Inggris class*) and 30% from PPBI. In this special course, one of the lecturers, Dewi Nur Suci, S.S, M.Pd uses various Cooperative Learning (CL) strategies in her class to encourage her students to study in fun way even though it is an afternoon class.

Cooperative Learning involves students working together in small groups to accomplish shared goals in the courses. Gillies (2007) explained in details that cooperative learning is a very formal way of structuring activities in a learning environment that includes specific elements intended to increase the potential for rich and deep learning by the participants. There are some benefits from using cooperative learning such as promoting deeper understanding, gathering students' comfort, modeling of different problem-solving methods, resembling real-world working environment, breaking up routines, forcing students to communicate, representing a democratic process in action, and many others. Therefore, there are various strategies of Cooperative Learning that can be used. Kagan and Kagan (1998) in their book entitled *Multiple Intelligence* has proposed some of the strategies such as Blind Sequencing, Brainstorming, Carousel Feedback, Corners, Fan-N-Pick, Find My Rule, Inside-Outside Circle, and the list goes on.

Since there are various strategies of Cooperative Learning which can be used, in this paper the we tried to find out how the lecturer develops the teaching scenario based on Cooperative Learning principle, the administration of cooperative learning strategies in conducting activities in whilst activity, and students response toward the employment of cooperative learning strategies in their PPBI class.

METHOD

This study focuses on an in-depth study on the administration of cooperative learning strategies in PPBI UIN Malang. We focuses on finding out how teacher develop the teaching scenario based on Cooperative Learning Strategies, the administration of cooperative learning strategies in conducting activities in whilst activity, and students response toward the administration of cooperative learning strategies.

This study employed descriptive qualitative research design. In order to get the authentic data, the data were collected from the subjects without manipulating the natural setting and condition. It is also stated by Latief (2010:77, translated version) that in order to get the authenticity of the data, the data must be taken from the data sources exactly when the sources are in their natural setting. According to Bogdan and Biklen (1998), a study is classified as qualitative when it meets the following criteria. First, the study has actual settings as the direct source of the data that the action can be best understood when it is observed in the setting when it occurs. Second, it uses the researcher as the key

instruments. Third, it has descriptive data in which the researcher tries to analyze the data by describing them as closely as possible to the form they are recorded or transcribed. Next, it must be the process rather than the outcome or products. Finally, the researcher analyzes the data inductively. In addition, this study uses interpretative analysis which means that the outcome of the study is ultimately the product of the researcher's subjective interpretation of data (Dornyei, 2007:38).

The subject of this study is one PPBI class which consists of a lecturer and thirty-one students majoring in Informatics Engineering who are in their third semester in UIN Malang. We decided a lecturer named Dewi Nur Suci, S.S, M.Pd due to her variation in teaching English using Cooperative Learning Strategy. Even though informatics engineering only has B for its accreditation, we decided to make the PPBI class of Informatics Engineering students as our subject because we assumed they have quite high motivation in learning English since they always work with their computer which operational language used is English.

The data were collected during three observations, interview, and documentary study in November, 2014. From the observation, interview, and documentary study we were able to describe the data in verbal statement. In this study, the researchers or we are the main instrument. In qualitative research, the researcher becomes the main actor from the overall research process which starts from planning, implementing data collection, analysis, and interpretation. However, to achieve the objectives of this study, we had prepared four instruments to collect and analyze the data. They are observation sheet, field notes, documentary study, and interview guide to support the major instruments.

As major instrument, the observation sheet was utilized to guide us in conducting observation focusing on the implementation of each step of cooperative learning strategies used. Then, field note used to help us in taking some notes of what happen in the classroom during the teaching and learning process which is not covered by the observation sheet. According to Bogdan and Biklen (1998), a field note is important document which is able to help in collecting more data since it is a written account of what the researcher hears, sees, experiences, and thinks in the course of collecting and reflecting on the data in a qualitative study. Third, documentary study was done to complete the data collected from the observation and interview. A document is printed document or written record that may have existed before the start of the study (Lodico, et.al, 2010:130). Document needed in this study is course outline made by the lecturer. Last, interview guide needed in an interview. The aim of the interview is to get information about students' response toward the administration of cooperative learning in their learning process. The interview was conducted 'face to face' between us, the lecturer and the students. Thus, to control the questions and answers in interview, interview guide is needed.

FINDINGS

This section is intended to present the findings obtained from the result of observation, interview, and documentary study. The presentation of the data is arranged based on the instruments used.

Cooperative Learning Strategies

Brainstorming

Brainstorming was employed before the lecturer assigned the students to do things in group. She showed a text and asked the student about the text and gave some question related to the text. It is called brainstorming. After she introduced the topic, she explained the objective of the lesson to the students and what kind of activities that they had to do during her class. She asked them to make a news report text based on the place around the university in group. In this phase, the teacher divided the students into small groups consisted of four members. She used simple way to create the group of five by asking students to count one to five. After the groups were divided, students do not need to sit closer their group. In their own seat, they listen to students' guide in doing assignment. Student listened carefully.

Group Investigation Strategy

The group investigation strategy was employed at the beginning of the while activity. The lecture gave the students that had been grouped in pre-activity, the topic to be discussed. At that time, the topic was creating news. The lecture instructed the students to collect the data related to the given topic by conducting interview. The interview sessions were conducted outside the classroom. Students were able to choose the subject and place for the interview according to their preference. The lecturer gave a moment for students to think about the subject and place for the interview. Then, the lecturer confirmed where they would conduct their interview. This was to make sure that each group had different spots. The lecturer and students also made agreement about meeting spot to discuss their work. Students were given 60 minutes to do the test and the lecturer waited at the agreed meeting spot. The lecturer did not guide or give interference while student were conducting the interview.

Gallery Walk

In this study, the gallery walk strategy was employed at the end of the while activity. Here, the strategy was as a follow up activity after group investigation strategy. The lecture asked students to write the result they got from previous activity in a piece of paper. Then, the groups were asked to stick the paper on the provided space. After that, each group was asked to present their work. Not only presenting the result, each group was asked to tell the interview process to other group. After finishing the presentation, all groups have to move around and look at all works. The lectures then asked the comments from each group about other group's work. The comments were the end of that day's session.

Interview

Lecturer

An interview was done with the lecturer to talk about the students, method or strategies used, course outline and lesson plan. According to the lecturer, the students could be categorized as active student because the majority of the students have great

attention as well as intention to study English. The teaching and learning process were usually conducted inside the classroom and sometime outside the classroom. The strategies were not clearly explored by the lecturer during the interview. Lecturer usually made documentation of students' activity by recording the activity using her cell phone. Thus, from the recordings it was clearly seen that the students are active students. However, lecturer stated that she did not always prepare the lesson plan but the course outline (CO) was provided.

Students

Students' interview was conducted to get students' opinion related to the course. Students were asked about their opinion related to classroom activity, lecturer, course outline and et cetera. Students were hard to state the opinion since they did not speak much. They were too nervous to use English. Though so, the interview resulted that students enjoyed the course. They commented that the lecturer is nice to them and able to deliver the material quiet clearly. However, sometimes they miss-interpret the instruction given by the lecturer. In case of classroom activity, they always have group discussion. The topic of discussion or the material used is considered as irrelevance to their major but students think that it is still useful for daily conversation. They still need this since they also have less knowledge of general English for daily conversation. Asked about the Course Outline (CO), the CO was sent through email. Even so, there were only few students who printed the course outline. In result, they were not sure about the synergy between the CO and the classroom practice.

Documentary Study

Course Outline

The Course Outline (CO) is written in *Bahasa*. Similar to the general construction of CO, the CO consists of course identity, basic competence, and course description, teaching strategies, material organization, references, assignment, attendance and assessment. Each analysis for CO part is described as follow:

The *course identity* in the CO stated about the name of the subject, subject's code, credit, lecturer, semester, time and date as well as the room. However, not all information in the course identity part was filled completely. The information that were mentioned there are only the name of the subject which is *PPBI*, the name of the lecturer that is DewiNurSuci, S.S, M.Pd, and the semester which is *Gasal/3* (Odd Semester/3). The other information are only *dashed* or left in blank.

In the *competence part*, the course outline mentioned three basic competences that students will achieve after finishing the course. The first competence is that students understand and are able to practice a discussion in English. Second, students are able to give argumentative opinion about a certain text. Third, students are able to practice role play in English. Based on the competences above, it can be concluded that the course focuses on speaking skill and less on reading or writing. Therefore, the objective is relevant with the course since the course is *PPBI*. Moreover, the topic chosen is considered as easy. Since the students are not majoring in English, the main competence that is

considered needed for the students is the ability to communicate using English to support their study.

In accordance with the basic competence stated in the CO, the *course description* part explained about the objective of the CO. It is stated that the course is aimed to train students to be able to communicate orally in formal and non-formal context. The contexts mentioned are such as speech, describing an event, criticizing movie and delivering argumentation. The contexts chosen fit to students' need for formal and informal interaction.

While in *teaching strategies*, the course outline mentioned several strategies such as interactive, discussion, project, et cetera. The consideration for choosing the teaching strategies is related to the objective of the course. Since the objective in teaching and learning activity of the course is to help students to be able to communicate in formal or informal interaction then the strategy chosen by the lecturer is cooperative learning strategy. Cooperative learning demands student to work in pairs or groups.

Next part of the CO is *material*. The material that is meant here is about the topic or content that is going to be used during the course. The materials are stated clearly such as telling stories during holiday, talking about obligation, talking about relationship, storytelling, turning points in your life, etc. The material fit to the basic competence and the objective of the course. To support the material, in the *reference* part, the course outline mentioned three books that can be used by students. The references used seem to be the old source because the publication year is more than 5 years than now. However, they are still considered as appropriate references.

In *assignment part*, it describes about what task that student need to do for the course. The task is not really stated clearly. It means that student and teacher will arrange for it during the class meeting. However, the topic that can be used for completing the task is stated clearly. We assumed that the task mentioned is similar to final task. Whilst, the *attendance* part described about the compulsory meeting that they should meet. Students need to meet at least 75% over all the meetings.

The last part of this course outline is the *assessment*. The assessment part stated about the system and source for students' score. In the assessment, scoring system for soft skill and hard skill are differentiated. However, both skills are calculated as the final score. Hard skill consists of mid test (UTS) 25%, first assignment 20%, classroom activeness 15%, final test (UAS) 30% and soft skill. Whilst, the soft skill itself consists of thinking critical 20%, neat 20%, analytic thinking 20%, cooperative 20% , discipline and responsible 20%. The Final score is hard skill 90% + soft skill 10%. The scoring system looks different to the general scoring because it is more detail.

Field Notes

Field note was administered to observe the on-going activity in its natural setting in order to support the research finding. Field note was categorized based on the activity, lecturer and students. Each of categories is being explained as follow:

<i>Activity</i>	<i>Lecturer</i>	<i>Students</i>
- The schedule when the class starts and ends is not clear	- Lecturer's voice was not loud	- Students came late
- Pre, while and post activity were clear	- Lecturer seemed unconfident	- Only some students active in class while the rest is passive and only listening
- Quiet interesting classroom circumstance	- Lecturer just sat in front of the class while operating the PPT	- Students were passive in questionings
- Interactive	- Lecturer used English and <i>Bahasa</i> .	- Students showed great interest about outside classroom activity
		- Students use <i>Bahasa</i> while conducted group work

DISCUSSION

Brainstorming

In the pre-activity, the lecturer always introduces the topic by showing them a text of news item. She asked the student about the text and gave some question related to the text. It is called brainstorming. Brainstorming is important in introducing what the student will learn. Through brainstorming, students are encouraged to higher level of thinking or critical thinking of the topic. Brainstorming strategy is one of the most important strategies in provoking creativity and solving problems in the educational, commercial, industrial and political field (Al-khatib,2012) Moreover, Jarwan (2005) argued that brainstorming session aims to develop creative solutions to problems. By introducing the topic through brainstorming, the lecturer has given a motivation to the students. There are two types of motivation which are intrinsic motivation and extrinsic motivation. According to Brown (2007), each student is motivated differently, and will therefore act on his or her environment in ways that are unique. But these unique acts are always carried out within a cultural and social milieu and cannot be completely separated from that context.

After she introduced the topic, she explained the objective of the lesson to the students and what kind of activities that they had to do during her class. There are two general rules for giving instruction: they must be kept as simple as possible, and they must be logical (Harmer, 2007). When teachers give instruction, it is important for them to check that the students have understood what they are being asked to do. This can be achieved either by asking a student to explain the activity after the teacher has given the instruction or by getting someone to show the other people in the classroom how the exercise works (Harmer, 2007).

According to our observation and the data that we got from interview the lecturer and the students, the lecturer explained the instruction as simple as possible but she didn't check again whether her students understand her instructions or not. She only gave question like "Do you understand what I mean?" and the students said "Yes, ma'am". However, based on our interview to students, they actually didn't understand what the lecturer instructions; they just said yes and follow the air.

Then, she asked them to make a news report text based on the place around the university in group. In this phase, the teacher divided the students into small groups consisted of four members. She used simple way to create the group of five by asking students to count one to five. Therefore, Harmer (2007) argued that group work may

maximize students' participations. After the groups were divided, students do not need to sit closer their group. In their own seat, they listen to students' guide in doing assignment. Student listened carefully.

However, it seems not good if students are not sat with their group. According to Larsen and Freeman (2000), in cooperative learning strategies especially for group work, students often sit together in the same group in a period of time so they can learn how to work together. Moreover, in group work, leadership should be distributed so each individual has to contribute. Thus, in the group work each student knows what should they do and teacher needs to control whether the students are in the right path to get the objective when conducting the group work.

According to the result of our interview to the lecturer, she said that she used cooperative learning but we think it was not cooperative learning. Larsen & Freeman (2000) gave several principle of cooperative learning, they are:

- a. Students are encouraged to think in terms of 'positive interdependence,' which means that the students are not thinking competitively and individualistically, but rather cooperatively and in terms of the group
- b. In cooperative learning, students often stay together in the same groups for a period of time so they can learn how to work better together.
- c. The efforts of an individual help not only the individual to be rewarded, but also others in the class.
- d. Social skills such as acknowledging another's contribution, asking others to contribute, and keeping the conversation calm need to be explicitly taught
- e. Language acquisition is facilitated by students interacting in the target language
- f. Although students work together, each student is individually accountable
- g. Responsibility and accountability for each other's learning is shared
- h. Each group member should be encouraged to feel responsible for participating and for learning. Leadership is 'distributed.'
- i. Teachers not only teach language; they teach cooperation as well. Of course, since social skills involve the use of language, cooperative learning teaches language for both academic and social purposes.

The fact showed that the lecturer just made a group work in the old paradigm. It can be seen in the field that the lecturer didn't do control the students works on the field. She made the students to go out of the class but she didn't see even once whether the students did the works in the right way or not. Also, when the group presented the result of their works in front of the class, it was seen that there was no cooperative among them. Only one member talked in front of the class and the others kept silent at all.

Group Investigation Strategy

According to Slavin (cited in Mitchell et al, 2008), Group Investigation (GI) strategy is a successful and extensively researched cooperative learning strategy that involves task specialization. Sharan and Sharan (1990) stated that students take an active part in planning the lesson. The activeness of students start from creating the group based on the similar interest related to the topic discussion. Moreover, in GI, each group member has his/her own responsibility in carrying out the investigation. Whilst, Pedersen & Digby

(cited in Mitchell, 2008) stated that function of the teacher is as a resource person, guide, consultant, and classroom manager. Teacher acts as instructor that helps students go through the stages of GI strategy. Mitchell et al (2008) summarized the stages of GI implementation as follow:

The Stages of Implementation of Group Investigation
Stage 1: Class determines sub topics and organizes into research groups
Stage 2: Groups plan their investigations
Stage 3: Groups carry out the investigations
Stage 4: Groups plan their presentations
Stage 5: Groups make their presentations
Stage 6: Teachers and students evaluate their projects

By considering the explanation above, it can be concluded that the practice of Group Discussion in PPBI UIN Malang has not met the principle of GI in Cooperative Learning. For stage 1, the lecturer determined the topics but not the subtopics that have to be investigated by the groups. Moreover, the lecturer did not ask the groups to arrange organization for giving tasks to each member. The stage 2 which is planning the investigation was not clear too since the groups were then separated and directly moved to stage 3 which is carry out the investigations. Stage 4 was conducted by the students by discussing the interview result. After that, there was a presentation of the result meaning that they were in stage 5. However, not all groups member present the work. It was only presented by the representative of each group. This is different with the principle of GI that each student has to present their result of investigation since each of them has different task. The last stage is evaluating the projects. This stage was executed well by combining other strategy which is explained in Gallery walk strategy.

Gallery Walk

Sticking the works on the wall and let other students see it, according to Kagan and Kagan (2009), is called as Gallery Walk Strategy or Carousel Feedback Strategy. In Kagan (2009) book, it is mentioned that steps in conducting this strategy include sticking or holding the project, rotate clockwise to other group's project, observe and discuss positive comment and continued to rotate to other group.

In this study the lecturer administered Gallery Walk strategy almost in the end of every meeting. Gallery Walks strategy used was conducting by asking the students to stick the paper on the available space and tell their friends about their issue. Then, students were also asked to present their work. They were also asked to tell their friends about the interview process and the news or the result of their project as the result. From this step, this mean that the lecturer combined the gallery walks strategy with the students' presentation to get the comments from other groups. Though it is not as exactly same as the steps stated by Kagan (2009), the lecturer has employed Gallery Walk strategy quiet well.

CONCLUSIONS AND SUGGESTIONS

In conclusion, teaching and learning activity should be conducted based on the well planned course outline or a lesson plan. Since cooperative learning has been proved as good strategy to conduct language teaching so teaching and learning activity should

involve this strategy. In conducting cooperative learning, teacher can use group work strategy.

Consequently, the practice of group work and cooperative learning strategy in this classroom should be improved. First, Teacher should increase her confidence to teach her students. Second, teacher should understand the principle of cooperative learning strategy including the group work and leadership. That a group works in cooperative learning is that each group should be sat in with their member and discuss about the topic before conducting another activity (Larsen, 2000). Moreover, leadership should also be stated by the teacher to ensure that each group has a leader. Next, the teacher should consider the time management of the course better. And the more important thing is that teacher should give instruction or direction on the materials or model in conducting interview. Although it seems easy that interview is about asking and getting information but lecturer should give example the kind of questions used and what to note during interview, and etc.

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