

## An Analysis of Cooperative Learning Model in Teaching English Writing at the Eleventh Grade of SMAN 1 Sidrap



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**ABSTRACT:** Hamriati, 2023. "An Analysis of Cooperative Learning Model in Teaching English Writing at the Eleventh Grade of SMAN 1 Sidrap." Supervised by Nur Qalbi and Radiah Hamid

This research aimed to know the type of Cooperative Learning used by the teachers and to find out the ways teachers implemented the Cooperative Learning Model in teaching English based on the 2013 curriculum.

This research employed a qualitative method where the data were acquired through two instruments namely an interview and classroom observation checklist. The subjects of the research were two English teachers who taught the eleventh grade at SMAN 1 Sidrap.

The findings of this research revealed that the Cooperative Learning Model used by both teachers was Think Pair and Share. TPS was used by the teachers because it is considered to be beneficial in emphasizing the development of critical thinking skills, expressing ideas, students' engagement in discussions, and providing more opportunities for group members to contribute. Related to the implementation, both teachers implemented the instructional syntax of the Cooperative Learning Model. However, in the implementation, the teachers were inconsistent with the allocated time, consequently not all students were able to present their discussion outcomes. Therefore, the teachers needed to maintain discipline in managing time during teaching to ensure that all students had the opportunity to present their discussion outcomes.

**KEYWORDS:** Cooperative Learning Model, Think-Pair-Share and Implementation.

### 1. INTRODUCTION

#### A. Background

Writing is one essential skill that should be learned in English instruction at school. As a part of an important skill, teachers should teach students writing skills in the classroom by using several models. To help the students write English correctly, the teacher should teach writing skills by using creative activities. As a common assumption, writing is a productive skill that needs more effort and creative strategy as basic knowledge of the teachers. This is need for a learning model to do the best ways to teach English writing Lilik & Nursanti (2019).

Using a learning model that is appropriate to the subjects being taught makes it easier for students to understand the subjects and makes the learning process more meaningful. The learning model has basic elements Abdullah (2017). A social system is a situation or atmosphere that prevails in a learning model. The response principle is an activity pattern that describes how the teacher should interact with students Misbah et al. (2022). The support system contains all the equipment, materials, and tools needed for the learning model. Teacher-centered learning (Teacher Center) results in students never making preparations before learning begins. This resulted in low student interest in learning Khasani et al. (2019). This is emphasized, low interest in learning arises from learning that is less interesting so it can result in students being reluctant to learn Herliandry et al. (2018).

The novelty of this text is that professional teachers at all levels of education aspire to become creative educators with extensive experience, innovative thinking, a wealth of knowledge, and exemplary role models. The concept of active learning transforms the role of teachers in the classroom, highlighting their responsibility to foster engaging and participatory learning experiences. The passage introduces various learning models, with particular emphasis on the Cooperative Learning Model Nufus (2020).

These stages depict the skills required for effective implementation of Cooperative Learning Models, encompassing aspects like group formation, task organization, deepening understanding, and concept stimulation before drawing conclusions. This exploration of learning models and cooperative skills contributes to a broader understanding of effective teaching methodologies and their impact on the learning process.

The preliminary study was conducted by the researcher at SMA 1 Sidrap, where they observed the eleventh-grade class and found that English teachers were using the Cooperative Learning Model in the teaching and learning process. Furthermore, the researcher also inquired about the types of English skills integrated into the Cooperative Learning Model, and it was clearly

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explained by the teacher that cooperative learning was applied to all skills, particularly in teaching writing. Based on the aforementioned preliminary study, the researcher is interested in exploring and obtaining more detailed information regarding the implementation of the Cooperative Learning Model carried out by English teachers in teaching writing, specifically at the high school level, especially at SMAN 1 Sidrap. Therefore, the researcher conducted a study under the title "An Analysis of Cooperative Learning Model in Teaching English at the Eleventh Grade of SMAN 1 Sidrap."

### **B. Research Question**

The research question was formulated based on the background mentioned above as follows :

1. Which types are Cooperative Learning Model used by the teacher in Eleventh Grade of SMAN 1 Sidrap?
2. How does the teachers implement the Cooperative Learning Model in teaching English in the Eleventh Grade of SMAN 1 Sidrap?

### **C. Objective of the Research**

Based on the previous research question, the objectives of this research were :

1. To know the types of cooperative learning used by the teacher in the Cooperative Learning Model.
2. To find out the way the teachers implement the Cooperative Learning Model in teaching English writing based on the 2013 curriculum.

### **D. Scope of the Research**

This research was conducted at SMA 1 Sidrap. The scope of the study was limited to an investigation of the Cooperative Learning Models used by teachers. The subjects of this research are two English teachers who teach in the eleventh grade. The main selection criteria were teachers who implement the Cooperative Learning Model in the teaching and learning process, particularly in English teaching writing. This analysis aimed to identify the types of Cooperative Learning Models used for the learning activities in English teaching. This study aimed to explore how English teachers apply cooperative learning in English teaching by analyzing the instructional syntax and the alignment of lesson plans based on the 2013 curriculum.

### **B. Previous Related Studies**

Some researchers have conducted some studies related to the Implementation Cooperative Learning Model in English teaching writing, The first was done by Nair & Sanai (2018) which investigated the effect of using the STAD method (a cooperative learning approach) in improving students' descriptive writing skills, it can be concluded that the application of the STAD method resulted in the improvement of students' descriptive writing skills. In conclusion, this study shows that the application of STAD method can improve students' descriptive writing ability.

The second Istiqomah (2018) investigated improving students' writing skills using cooperative learning. The results of this study in each cycle showed that there was an increase in writing skills. Therefore, the use of cooperative learning can improve students' writing skills.

The third was Lilik & Nursanti (2019) who investigated cooperative learning in teaching writing. This study uses qualitative research methods. qualitative research methods in the form of observation, interviews, and documentation.

The fifth was Habibi et al. (2019) they conducted implementation of Cooperative Learning Model by greeting and question technique to improve the learning outcomes and activities students in SMA 1 bengkulu. Therefore, it can be concluded that the application of the Cooperative Learning Model with the technique of sending greetings and questions can improve learning outcomes and student activities at SMA N 1 Bengkulu.

Based on the previous related findings, it can be concluded that the similarity between this research and the previous research is the learning model used, namely Cooperative Learning Model. The significant difference is that this study focuses on to know type of Cooperative Learning Model and how the teachers implement the Cooperative Learning Model in teaching English writing.

### **C. The Concept of Writing Skills**

#### **2.1. Definition of Writing**

According to Selfe (2017) writing is a communication tool used to convey ideas or feelings in writing. It is included in the last phase of language learning and is a crucial component of language abilities. This indicates that it marks the end of language acquisition. As children should be able to talk, listen, and read before they can write, this can also be a sign of whether or not they have mastered all four skills. Students must gather knowledge after obtaining it in order to produce specific writing products that will allow them to share that information with others.

### **2.2. Process of Writing**

Final product is important but it should not be the only thing students need to focus on especially in writing. If students want to produce a good writing, they must pay attention to the process of writing. The process itself is divided into several stages. However, many experts propose different stages of writing. Harmer (2004), for example, suggests much simpler process of writing. He divides it into four stages. Those are planning, drafting, editing, and final draft. These steps of writing are more often being used in the classroom because of the simplicity.

## **D. The Concept of Teaching Writing in English Foreign Language Classroom**

### **2.1. Definition of Teaching English in Senior High School**

Teaching others people especially for young learners could be interesting activity. In this case, we are going to discuss teaching at Senior High School. Teaching at Senior High School becomes a challenging profession when we stand in front of students with different characteristics. According to Saiful & Widodo (2019) teachers perform various roles each day as a subject expert, counselor, mediator and elevator. In other words, the teachers not only have a duty to teach the student at class but also they have other duties to motivate students to reach good achievement.

### **2.2. Teaching Writing**

The success of English teaching process of writing is influenced by at least three factors which are student, material, and teacher. Student is the object in the teaching writing process. Teacher, in this case, has a role as the subject, a person who is doing the teaching, whereas material is the medium for teacher and student to do the process of teaching writing. The three of them have to be balanced and each element must play their role well and effectively Harmer (2004).

## **E. The Concept Cooperative Learning Model**

### **2.1 Definition of Cooperative Learning Model**

Cooperative learning is a group learning activity organized by the principle that learning must be based on changes in social information between learning groups, and each individual has responsibility for his learning and is encouraged to improve the learning of other members Huda (2015). Cooperative learning is a structured and systematic learning model. Where small groups work together to achieve common goals. This learning model emphasizes cooperation between students in groups. This is based on the idea that students find and understand a concept more easily if they discuss a problem with their friends.

### **2.3. The Types of Cooperative Learning**

The various models and cooperative learning methods have been developed and practised in the classroom. There are many types, also known as structures, which can be used to help teacher incorporating Cooperative Learning Model in their teaching and learning process. According to Huda (2015), there are two types of Cooperative Learning Model. The Cooperative Learning Model are Two Stay Two Stray strategy and Think Paire and Share.

#### **1. Two Stay Two Stray Strategy**

##### **1.1. Definition of Two Stay Two Stray**

One of the Cooperative Learning Models is two stay two stray strategy (TSTS). Cooperative learning techniques two stay two stray (TSTS) was developed by Huda (2015).

##### **1.2. The Characteristics of the Learning Model Two Stay Two Stray**

According to Huda (2015) the characteristics of learning model are :

- a. Students work cooperatively in groups to complete the learning material,
- b. Form groups of students who have high ability, medium and low,
- c. When the members of group may come from different racial, cultural, ethnic, gender,
- d. More oriented towards the group award than individual

##### **1.3. The Steps of Two Stay Two Stray**

The workings of cooperative learning method two stay two stray (TS-TS) is as follows Huda (2015).

- a. The students work in groups of four as usual
- b. After conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two boys would remain living in their own group to receive two visitors from other groups,
- c. Then, the two students who lived in these groups will each be responsible for distributing the work, information and knowledge to the 2 guests who come to the group
- d. After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and
- e. The next match and the group will discuss the results of their work.

##### **1.4. The Advantages and Disadvantages of Two Stay Two Stray.**

Besides that, teacher needed more preparation. Huda (2015) states that the advantages of this technique are:

- a. It is easy to devide into pair.

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- b. More ideas appear.
- c. More tasks can be done.
- d. Teacher easy to monitor.

He adds the weaknesses of this technique are:

- a. Need more time.
- b. Need a better socialization.
- c. Difficult to take a vote because the even amount

### **2. Think-Pair-Share.**

The Cooperative Learning Model is a teaching model in which students study in small groups who have different levels of ability. Think-Pair-Share gives students the opportunity to think and respond or help each other. Huda (2015) states that "TPS is an effective way to make class discussion pattern variations". Assuming that all discussions require arrangements to control the class as a whole, and the procedures used in TPS can give students more time to think, respond, and help each other.

In the implementation process, TPS itself has several stages/processes that must be completed so that learning is called TPS. According Huda (2015) the following Think-Pair-Share learning techniques:

1. Think. In the thinking stage, the teacher asks students a question or problem related to the lesson. After that, the teacher can ask them to think about the answer for a few minutes.
2. In pairs. In this stage, the teacher asks students to pair up and discuss something they have obtained. In general, the time is given to pair up ranges from four to five minutes. Interaction during the time provided can make it easier for them to find answers to the questions asked as well as combine ideas with their respective partners.
3. Sharing. In this stage, the teacher asks groups to share their ideas with other groups. If time allows for all pairs it is hoped that all pairs can share the result of discussion material, but if not then the teacher asks several pairs to share with the whole class what they have talked about.

As a system that will be applied to the teaching and learning process, this learning model also has advantages and disadvantages. According to Huda (2015) that the advantages of a paired group (a group consisting only of 2 group members) are:

1. TPS will increase student participation
2. Suitable for simple tasks
3. More members have the opportunity to contribute to each group member.
4. Easier interaction
5. It is easier and faster to form groups

Besides the advantages of this learning model, there are also some disadvantages of this type of learning model that every teacher must understand. The weaknesses of think pair share according to Huda, (2015) are: 1. Many groups report and need to be monitored 2. Fewer ideas emerged 3. If there is a dispute, there is no arbitrator. After knowing the advantages and disadvantages of cooperative learning type Think Pair Share, It is hoped that both students and teachers will master the rules of the TPS learning model. Thus, this learning model can be implemented optimally and create a pleasant learning atmosphere.

## **RESEACH METHOD**

### **A. Research Design**

This research employed a descriptive qualitative approach. According to Creswell & Guetterman (2018), qualitative research is a type of study that heavily relies on information from subjects or participants in a broad scope, poses general questions, collects data mostly from the text or words of participants, and subjectively explains and analyzes the collected text. The study observed the types of Cooperative Learning Models and how teachers applied these models in the classroom.

### **B. Subject of the Research**

The subjects of the research were chosen according to the need and purpose of the research. Purposive sampling technique was chosen in this research where the criteria of teachers were certified and most importantly teachers who used Cooperative Learning Model in teaching. The two teachers were chosen since they were certificated with several teaching seminars related to innovative teaching and learning.

### **C. Research Instruments**

In this research, the researcher was used two kinds of instruments, those are interview and classroom observation checklist.

#### **1. Interview**

Interviews were conducted to know what types of cooperative learning used by the teachers in Cooperative Learning Model.

#### **2. Classroom observation Checklist**

Classroom observation checklist was used to gather in-depth data and verify the implementation of Cooperative Learning Models by teachers in teaching English.

### FINDINGS AND DISCUSSIONS

#### A. Findings

##### 1. The types of Cooperative Learning Model used by the teacher at eleventh Grade of SMAN 1 Sidrap.

This research used semi-structured interviews with two English teachers to gather information about the types of Cooperative Learning Models. The purpose of this instrument was to enable the teachers to share their thoughts, feelings, or beliefs about the types of Cooperative Learning Models they used in the classroom. Here were the in depth responses provided by each teacher in answering each question responses from The teacher 1 *"I mostly use the TPS Cooperative Learning model. I use this cooperative learning model where I ask students to stand and interact with their classmates so they can work well together. That is why I use this method in teaching and learning"*. Responses by the teacher 2 *"The cooperative learning model was about how students work together in the classroom and how they work together to learn. The cooperative learning that I use is Think Pair and Share, and I only used Think Pair and Share for cooperative learning. In my opinion, Think Pair and Share encourages students to think critically, express their thoughts and participate in discussions with classmates, allowing students to effectively participate in the learning process."*

This question aimed to determine types of Cooperative Learning Model used. Based on the response, the two teachers used the cooperative learning model. The type of cooperative learning model was Think Pair and Share.

The reasons why the teachers used type of Cooperative Learning Model. Here were the in depth responses provided by each teacher in answering each question responses from The teacher 1

The stages of group formation were carried out by the teacher in the classroom. Here were the in depth responses provided by each teacher in answering each question responses from The teacher 1 *"This Cooperative Learning Model could make students more active in education, so they weren't passive. The main advantage was that students became more active in class and could collaborate effectively. Through this collaboration, they could work together with their peers, get ideas from others, and expand their understanding."*. Responses by the teacher 2 *"Think Pair and Share helped improve students' understanding, especially in writing. This is because Think-Pair-Share involves sharing, and through this process, students could develop their speaking skills in discussion to generate ideas or frameworks before writing"*.

This question aims to find out why teachers use the Cooperative Learning Model in teaching. Based on the responses given by the two teachers, it appears that the reason they use the Cooperative Learning Model is because it can produce several benefits, namely increasing student activity, preventing passivity, developing collaboration skills, and increasing knowledge acquisition.

In general, the difference lies in the main focus and emphasis on the benefits of the Cooperative Learning Model. The first teacher considered students' active involvement as the main benefit, while the second teacher placed more emphasis on developing students' understanding, especially in the context of writing skills. However, both agree that Cooperative Learning Models such as Think Pair and Share have a positive impact on student learning.

This question aims to understand what subjects apply cooperative learning when teaching English. From the results of the interviews between the two teachers above, there are differences of opinion regarding the application of the Cooperative Learning Model. Teacher 1 stated that the choice of Cooperative Learning Model depends on the topic being taught. They conduct an initial assessment to ensure whether students have understood the topic. If students already understand the topic, they encourage those who understand it to explain it to their friends. Depending on the situation, they will use a Cooperative Learning Model such as TPS. The main focus is to ensure that the cooperative learning approach chosen is aligned with students' abilities regarding the material being taught. They emphasize the importance of achieving basic competencies in the learning process.

On the other hand, Teacher 2 applies the Cooperative Learning Model more to improve his students' writing skills. They realized that students struggled when writing individually compared to when they collaborated and exchanged ideas with group members. Therefore, according to them, Think-Pair-Share is a Cooperative Learning Model that is very suitable for this purpose. They believe this model is well suited to encourage collaboration and teamwork among students, especially in the context of completing writing assignments such as narrative essays, descriptive texts, and other writing-related materials.

From the explanation above it can be concluded that both teachers recognize the benefits of the Cooperative Learning Model, although with different emphases. These models can increase student engagement, prevent passivity, and improve their understanding of subject matter. In addition, flexibility in choosing the right cooperative model and its appropriate application according to learning objectives can provide positive results in the educational process.

##### 2. The Ways of Cooperative Learning Model in Teaching English Writing at Eleventh Grade of SMA 1 Sidrap.

Information about how teachers employ cooperative learning strategies to teach writing is gathered through observations. Two English teachers who teach students in the eleventh grade served as the study's subjects. Teacher 1 teaches English in the Science program, and Teacher 2 teaches English in the Social program. The 2013 curriculum is included in both the Science and Social Studies programs. This study looks at how teachers implement the Cooperative Learning Model when teaching English writing. A Classroom observation checklist was used to record observations. Two meetings were used to fully monitor the teacher during the research. The observations were conducted from August 25th to August 28th, 2023.

In the process of teaching English, teachers apply Think Pair and Share type learning syntax. Not all activities are carried out



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fully. During group presentations, not all groups have the opportunity to present their work due to time constraints. Although some groups have completed their tasks, other groups are still in progress when time runs out. Teacher 1 continues to guide students in discussions. If students experience difficulties, the teacher provides guidance to help them understand the concepts in the learning material and provides explanations that connect the current material with previous knowledge. The observed teaching focused on descriptive texts, especially in the context of writing skills

In the observation of Teacher 2 on August 28, 2023, permission was also obtained before the observation to review the teacher's lesson plan. A Classroom Observation Checklist was prepared to record the observations. The observation results revealed that Teacher 2 had successfully conducted all teaching activities in accordance with the instructional syntax Cooperative Learning Model. Furthermore, the implementation of teaching aligned with the Lesson Plan. The Cooperative Learning Model Think Pair and Share (TPS) was used as described in the lesson plan.

Based on the results of the above observations, as indicated by the Classroom Observation Checklist, both teachers implemented one types of Cooperative Learning Models Think Pair and Share. However, in classroom practice, only one types of cooperative learning were used in accordance with the instructional syntax in Cooperative Learning Models.

**Table 4.6 Classroom Observation Checklist**

<p>The researchers observed based on the six indicators outlined by Huda (2015). These indicators represented the syntax or flow of activities conducted in each type of Cooperative Learning Model. During their observations, six indicators were identified for each Cooperative Learning Model, specifically Two Stay Two Stray (TSTS) and Think Pair and Share (TPS). The findings, as presented in the observation table (referred to in Appendix B on page 77), indicated that the two teachers did not incorporate these six indicators when they implemented the Two Stay Two Stray cooperative learning model. Nevertheless, both teachers integrated these six indicators when they implemented the Think Pair and Share Cooperative Learning Model.</p>
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### **B. Discussion**

This section discusses all the facts found by researchers, their relationship to several related literature contained in chapter II, as well as opinions and suggestions from experts.

#### **1. The Types of Cooperative Learning Model Used by the Teacher at Eleventh Grade of SMAN 1 Sidrap**

The two teachers at SMAN 1 Sidrap implemented the Think Pair and Share (TPS) Cooperative Learning Model. This type of cooperative learning model has a positive impact on student involvement, reduces passivity, and encourages collaboration between students, thereby helping to understand the subject matter better. When the right Cooperative Learning Model is selected and implemented correctly according to the learning objectives, positive results will be achieved in the educational process.

According to Teacher 1, Think-Pair-Share (TPS) was regularly used. Teachers formed groups during the thinking stage, where the teacher asked students questions or problems related to the lesson and then allowed them a few minutes to think individually. In pairs, the teacher asked students to discuss what they had thought about, typically allocating four to five minutes for this stage. The interaction during this time facilitated finding answers and combining ideas with their respective partners.

During the sharing stage, the teacher asked groups to share ideas with other groups. If time permitted, it was hoped that all pairs could share the results of their discussions. However, if not, the teacher asked several pairs to share with the whole class what they had discussed. This was in line with Huda M (2015), although not exactly the same as the syntax due to the absence of previous group formation.

According to teacher 2, in choosing a Cooperative Learning Model, they prefer the Think-Pair-Share (TPS) type. The teacher expressed an exclusive use of the TPS model in teaching, emphasizing the development of critical thinking skills, expression of ideas, and student engagement in discussions.

The benefits of TPS, according to the teacher, involve enhancing students' understanding, especially in writing, through the process of sharing ideas before writing. This aligns with Huda (2015), who stated that TPS can increase student participation, is suitable for simple tasks, and provides more opportunities for group members to contribute.

Based on the statements above, it can be concluded that the preference for the Think-Pair-Share (TPS) Cooperative Learning Model was well-founded. It was observed that both teachers primarily utilized the Think-Pair-and-Share model, indicating a commonality in the type of Cooperative Learning Model employed by both educators.

#### **2. The Ways of Cooperative Learning Model in Teaching English Writing at Eleventh Grade of SMA 1 Sidrap.**

Based on these findings, it can be concluded that the two English teachers observed had different approaches in implementing the Cooperative Learning Model in teaching writing. The first teacher who taught in the science program chose to use the Think Pair and Share model, and likewise, the second teacher used the same type of cooperative learning model, namely Think Pair and Share. However, the second teacher teaching in the social studies program followed a lesson plan that included the Think-Pair-Share (TPS) model. Both teachers applied the Cooperative Learning Model based on learning syntax.

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With the TPS approach, students thought independently, collaborated with their partners, and shared the results of their discussions with other groups. This allowed them to develop a better understanding of the lesson material and broaden their insights through collaboration with their classmates.

Therefore, it can be concluded that the importance of the cooperative learning approach has a positive impact on learning outcomes and student interest in English writing. The differences in opinion emphasize the nuances in implementing cooperative learning methods, such as teacher flexibility and the use of various teaching models. This demonstrates that there are various approaches that can be applied, depending on the context and students' needs, with the primary goal of advancing students' writing skills.

### A. CONCLUSION

Based on the Findings and Discussion, the summary of the conclusions are as follows:

1. The Cooperative Learning Model used by both teachers were Think-Pair and Share. It is considered to be beneficial in emphasizing the development of critical thinking skills, expressing ideas, students' engagement in discussions and providing more opportunities for group members to contribute. As a result, it had a positive impact in stimulating students' activity and enthusiasm in learning.
2. Related to the implementation, both teachers implemented the instructional syntax of the Cooperative Learning model. However, in the implementation, the teachers were inconsistent with the allocated time, consequently not all students were able to present their discussion outcomes. Therefore, the teachers need to maintain discipline in managing time during teaching to ensure every student had the opportunity to present their discussion outcomes

### B. Suggestions

Based on the conclusion above, the following are some suggestions to be considered.

#### 1. For Teachers:

Teachers are suggested to provide the students with various types of Cooperative Learning Model in teaching English therefore it could give students different experience with different types of Cooperative Learning Model. Beside, the class would not be monotonous by using one types of Cooperative Learning Model. As teachers, this practice serves as means of self-reflection, enabling more effective lesson planning that adheres to designated time management, ensuring the seamless progression of the learning process.

#### 2. For Researchers

Future research in this field should develop deeper into the long-term effects of Cooperative Learning Models on students' English writing abilities. Longitudinal studies would provide valuable insights into the sustained impact of these teaching approaches. Researchers should also explore variations in Cooperative Learning Models and their specific effects, especially in terms of the timing of the implementation of the Cooperative Learning Model to make it more effective, ensuring that all students have the opportunity to present the results of their group discussions, thereby enhancing students' understanding of the learning material.

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