ANALYSIS IMPLEMETATION OF COOPERATIVE LEARNING IN ENGLISH CLUB FOR INFORMATICS ENGGINEERING STUDENTS PAMULANG UNIVERSITY

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Abstract

This qualitative research aims to explore the implementation of cooperative learning in English club activities for Informatics Engineering students at Pamulang University. The study focuses on investigating the effect of cooperative learning on students' English language skills, as well as identifying the benefits and obstacles of using cooperative learning approach in the context of English club activities. The research used a case study design, where data were collected through observation, interviews, and document analysis. The participants were selected purposively from the members of the English club, and the data were analyzed using a thematic analysis approach. The findings suggest that cooperative learning has a positive impact on students' English language skills, particularly in terms of improving their speaking and listening abilities. Moreover, the study identifies several benefits of using cooperative learning, such as increased motivation, enhanced collaboration, and greater engagement. However, the study also reveals some challenges associated with the implementation of cooperative learning, including the need for sufficient planning and organization, as well as the issue of student participation. These findings have significant implications for the development of effective cooperative learning strategies in English club activities for Informatics Engineering students at Pamulang University.

Keywords: *Case Study; Cooperative learning; English language skills*

INTRODUCTION

Cooperative learning is a method for studying English that can gives students a opportunity to use and improve their English capability in more active interaction setting. While students are motivated to talk each other in English, it reinforces the goals of the English language study and assist the students to be more skillful and more confidence to speak in English. In term of education, cooperative learning is influential teaching method that provide benefits. Althoug few constrains, the method is commonly able to help the English learners to develop their English proficiency The classic teaching approach such as " grammar approach' which is common method that use in Indonesia. This teaching strategy is focused on teaching the rule of the language first then to the vocabulary and finally to the conversation. Though, this strategy is commonly used, it is hard for both learners and teachers to reach the goals of the English language proficiency.

Department of Informatics Engineering of Pamulang University establish English club in order to assist students to improve their English language skill. The teaching method that is applied is cooperative learning. This method highlights students partnership and interaction during the lesson. By applying this method learners can learn form their partner who has better English, in other words students can support each other to use English and creative English speaking

environment. The Informatics Engineering field covers many parts of computer technology including networks, hardware, and software. The subject needs English language skill to understand the computer science. Computer technology requires English skill to understand it better and be able to update the current technology. Informatics engineering students must have good English proficiency on order the improve their broaden in computer technology. This is because most of the computer books and literature are written in English, by having English skill, students will be able to access the resources of the technology.

Students could get problem in understanding the theory of the computer science without proper English skill, with English skill it is very possible for them the achieve success in the field computer technology. In order to increase their expectation of success the computer technology industry, Informatics Engineering students must improve their English skill. Cooperative learning has been used in English classroom and it has been demonstrated in increasing the students' English skill in reading, writing, speaking and listening. On the report of some studies, cooperative learning promotes teamwork, increase among students relationships, and encourage students to involve in lessons. That situation make can make students more motivated. One research by Slavin (1987) stated that cooperative learning surpassed standard of education in term of assisting students boost their reading and writing skills. While Johnson & Johnson (1994) found out in another case that cooperative learning improve students' speaking skill in the learning objectives.

The English Club at Pamulang University offers after class program which can help students to practice their English. The program apply cooperative learning which would encourage students to participate in program so that they can learn to share. The students who have better English can help their partners, while they improve their own skill in communicating in English. The strategy of the implementation of of the cooperative learning can be vary such as: peer tutoring, think, pair and share, round robin, group investigation. To make sure the cooperative learning works, the teacher can use the model according to the need of the students. The activities should be based on the students level of English and their interests. In order to measure the students' progress, each participant is encourage to do self-reflection, the participants have o learn on giving and receiving feedback regularly. Finally, to make sure that participants grasp the cooperative learning process, the club organizers might give explicit instructions and modeling. There is a problem since the students have not improved their English ability, which is essential for their field of study or expertise. Even though English is crucial, their level of proficiency is still relatively poor. The little time allotted in the classroom for English instruction is one aspect that leads to this problem.

The English club is recommended as a potential remedy for this issue. Students may have more opportunity to practice speaking English through the English club, which can help them become more proficient. Cooperative learning will be applied to the English club to increase effectiveness. In order to learn and practice English, the students will collaborate in groups. This can improve their language abilities and help them reach their learning objective of being more proficient in English. According to previous discussion, it aims to explore the implementation of cooperative learning in English club activities for Informatics Engineering students at Pamulang University.

Education researchers have been interested in the adoption of cooperative learning in English clubs for students studying informatics engineering. The impact of cooperative learning in enhancing students' English language ability and encouraging active involvement has been investigated through qualitative research studies. Kurniawati, Setiawan and Arifianto (2018) conducted research on the cooperative learning in Informatics Engineering English club at university of Indonesia. It was qualitative research methodology. The researchers collected data through observation and interview, the study found that cooperative learning improved students speaking, listening and writing skills. The researchers found out that the students were more active in English club activities.

Another cooperative learning was explored in English class for Iranian students by Akbari,

Matin, and Marimirad (2013), the researchers conducted semi-interviews with the students and teacher. The result of the investigation stated that students had excellent opinion about the implementation of the cooperative learning. The students said the cooperative learning helped them to increase collaboration skill and help them to be more active in class. A university English class in Sri Lanka used cooperative learning as part of a study by Liyanage and Gunawardena (2015). Using an action research methodology, the researchers gathered data via observations, student surveys, and teacher reflection journals. According to the study, cooperative learning greatly enhanced students' English language ability and encouraged interdependence among groups.

REVIEW OF LITERATURE

Language classrooms have been benefited by applying cooperative learning. Accoring the studies students could increase their English skills and improved their teamwork skill. A research performed by Slavin (1987) showed that cooperative learning surpassed standard of learning in term of assisting students increase their writing and reading skills.

The English club at Pamulang University might want to think about creating activities that encourage member engagement and cooperation in order to put these best practices into effect. To ensure fair involvement, they could separate the participants into smaller groups and give them particular roles. Activities ought to be pertinent to the interests and level of language proficiency of the pupils. To encourage self-reflection and progress, members might receive feedback on a regular basis. Finally, to make sure that participants grasp the cooperative learning process, the club organizers might give explicit instructions and modeling. There is a problem since the students have not improved their English ability, which is essential for their field of study or expertise. Even though English is crucial, their level of proficiency is still relatively poor. The little time allotted in the classroom for English instruction is one aspect that leads to this problem.

The use of cooperative learning in English clubs for students majoring in informatics engineering has attracted study interest in the realm of education. Cooperative learning has been shown to be successful in raising student engagement and English language competency, according to qualitative research studies.

One such study, conducted by Kurniawati, Setiawan, and Arifianto (2018), looked into the use of cooperative learning by students of informatics engineering at an Indonesian university in an English club. Data were gathered for the study utilizing observational and interviewing techniques in a qualitative research methodology. The use of cooperative learning helped students improve their speaking, listening, and writing abilities, and the researchers discovered that students were more involved in the English club activities. Cooperative learning was investigated in a different study by Akbari, Matin, and Karimirad (2013) in an English language class for Iranian students. To discover more about how students regard cooperative learning, the researchers conducted semi-structured interviews with the students and the English teacher. According to the study, students had favorable opinions regarding the usage of cooperative learning because it helped them develop their collaboration abilities and promoted active engagement in class. Cooperative learning was used in a university English class in Sri Lanka in a study similar to this one by Liyanage and Gunawardena (2015). Through observations, student surveys, and teacher reflection journals, the researchers used an action research methodology to gather their findings. According to the study, cooperative learning greatly increased students' competency in the English language and encouraged group interdependence.

METHOD

This research project, which explores and understands the experiences and views of students on cooperative learning practices in the English club for informatics engineering students, was conducted using a qualitative research technique. For the purpose of understanding the significance of cooperative learning practices in the English club for informatics engineering

students, the research design was exploratory in character and employed an interpretive method. The study's participants were Pamulang University students enrolled in the IT studies program's English club. A total of eight participants with various English skill levels will be chosen. For this study, data were gathered through observations and interviews. Open-ended questions to foster discussion among participants regarding their experiences with and viewpoints on cooperative learning techniques, English language proficiency, and the kind of learning materials employed. The information was gathered and examined using both content analysis, which looked at the resources for the English club's learning activities, and qualitative data analysis based on themes and patterns in the responses. Ethics-related issues, such as gaining informed consent, maintaining confidentiality, and protecting privacy, must be taken into account when doing research involving human subjects.

FINDINGS AND DISCUSSION
Cooperative Learning can improve students' English

To save space, the research did not include the student interviews verbatim; instead, it used the interview results and classroom observations to determine the answer to the research question of whether cooperative learning improves students' English-speaking abilities in the context of an IT study program. From the interview it can be said that cooperative learning method was effective strategy to boost students English skill. Participants in English Club were sure that the cooperative learning approach could help them to improve their language skill. They all agree that by learning together, they could help each other communicate ideas more effectively. That is very important way to learn language because it could assist students increase the speaking skills. Students collaborate in small groups to reach the same purpose using the teaching method which is called cooperative learning. The technique has bees used and the result of using the technique reveal remarkable improvement form learners language skill. Working together in group develop the students motivation and attentiveness in learning. The participants noticed that cooperative learning assist a sense of togetherness and support that cause the learning is more interesting.

The participants stated that cooperative learning more authentic environment for them to improve English skill. Cooperative learning permit them to use the language in natural way and the interaction is more spontaneous between students. As a result, the participants were able to improve their English skill that make the learning more satisfying and more pleasant. In general,the finding indicates that cooperative learning is a very effective teaching method for improving English language proficiency, and that language teacher should adopt the in the classroom. Members of the English club can benefit from one another knowledge and experiences through cooperative learning. They can learn from one another experience and pick up new terms and expressions that they might not otherwise encounter by doing this. Additionally, it provides a friendly environment where students can speak their minds without fear of rejection. This increases motivation and promotes gaining confidence. According to Dörnyei (1997), cooperative language learning can be a potent strategy for increasing student enthusiasm and involvement.

Collaborative language learning is an essential component of the process and offers several benefits. Students get the chance to work together in a welcoming and supportive setting while also improving their language skills. As a result, the participants might forge deeper friendships and a sense of community. Language acquisition requires the ability to ask for help from peers without feeling embarrassed. Cooperative learning is a technique to increase English language skill. Interview with participants who toke part in English club activities showed that studying together has several benefits such as participant can improve communication skill, gain more vocabulary and improve self confidence. Applying cooperative learning is creating supportive environment where students can make new friends, get confidence in speaking their English. Almuslim (2016) did research on cooperative learning strategies to increase students participation and learning.

A research conducted by Johnson et al (2014) , cooperative learning is connected to

improvement of retention and graduation rate. It is also boots critical thinking and higher level of pleasure in studying, cooperative learning method indicated in this case that it can improve the English language ability. The English club is made up of people who like the English language and are interested in getting together to practice and improve their language skills. It provides a platform for students to interact with people who are passionate about the English language. The club provides a variety of activities, such as group discussions, debates, public speaking drills, and interactive games, to encourage participants to learn jointly. Six members said their language skills significantly improved after actively participating in every English club session.

The club, they argued, provided them with the opportunity to consistently practice their English, which enhanced their fluency and speaking assurance. Thanks to the stimulating activities and games in the club, they were able to improve their grammar and vocabulary while also broadening their language expertise. Two participants, however, asserted that they were less involved in the group because of issues with their class schedules. Despite being less active, they nevertheless acknowledged the benefits of participating in the cooperative learning activities. They said that attending the club meetings increased their confidence and helped them become more fluent in English.

Types of cooperative learning models are effective to apply in English clubs.

To encourage the students to speak English confidently, English Club used several cooperative learning methods in Informatics Engineering study programs such as think-pair-share, peer tutoring, round Robin. Jigsaw and group investigation. Those several methods of cooperative learning, participants picked up think-pair-share and peer tutoring as the most favorable cooperative learning method. According to the interview, those methods exemplify the simplicity of learning together which is make the lesson more effective. Peer tutoring as Topping (2005) stated that when two or more students with similar ability in academic learning activity with the purpose of supporting each other's knowledge. The participants answer show that peer tutoring assist them to think critically and speak more fluently. Another study performed by Arendale, (2005), peer tutoring in cooperative learning program could assist students increase critical thinking, problem solving and communication skill.

The learning tend to become more pleasant if it is manageable and simple. Think-pair- share technique give change the participants to be able to express the ideas without being worried to be criticized that strategy help them to improve communication skill. That the main cause the participants choose think-pair-share and peer tutoring as the most favorable cooperative learning techniques. Peer tutoring and think-pair-share were preferred by study participants, highlighting the effectiveness of simple and straightforward cooperative learning strategies. The "think-pair-share" method of cooperative learning encourages students to think independently, collaborate with a companion, and then offer their ideas to the class. This strategy promotes the growth of critical thinking abilities while inviting students to take part in lengthy discussions. Students can also practice communication skills, which are important for learning a language.

Peer tutoring, on the other hand, is students with equivalent academic standing engaging in a learning activity with the intention of learning from one another. Using this strategy, it has been demonstrated that individuals' critical thinking, problem-solving, and communication skills are particularly well-developed. According to the study's participants, peer tutoring helped them develop their communication and analytical abilities. They noticed that working with peers of a similar status allowed them to learn from one another in a more relaxed and supportive setting. These simple cooperative learning strategies work because they can make learning more engaging and enjoyable. When learning is made enjoyable and uncomplicated, students are more likely to be engaged and motivated. Since success in language learning depends on the improvement of communication abilities, this is essential. By implementing simple and effective cooperative learning approaches like think-pair-share and peer tutoring, language teachers can help their students develop their language skills in a more relevant and enjoyable way.

The research discovery highlight the requirement for teaching method that could be adjusted to meet the students' need. The lesson plan was arranged to embody few teaching techniques so the teachers have to prepare the use those methods based on the students needs. It is very important for the teacher to be able to recognize the individual uniqueness and learning style so each individual can participate in the lesson

The research discovery by Doolittle (1995) stated that teacher should afford to design a congenial and cooperative learning condition in the classroom that stimulate students to work together and distribute knowledge. To teach the goals, a cooperative learning emphasize on creating friendly environment where students feel happy and confident in taking part in the lesson. It necessary for the teacher to be able to recognize the individual distinctive needs and learning style of each student and compose lesson instruction accordingly. It also requires allowing students to work together while instilling in them a sense of autonomy and responsibility that will allow them to take ownership of their education.

The results of the study highlight the importance of adaptability in teaching tactics and the need for teachers to be skilled at identifying and satisfying the educational requirements of their students. Language instructors can accomplish this by creating a collaborative learning environment that encourages the development of crucial language skills including communication, problem-solving, and critical thinking. Students may ultimately experience more rewarding and enjoyable language learning as a result of this

It was detected for ten times visiting, researcher found out that the teachers applied think-share-pair and peer tutoring twice and peer tutoring four times. This indicated that it is very crucial to apply different king of cooperative learning methods in classrooms. The round-robin technique was applied only once that indicate that the method was less favorable for some learners. The finding emphasize that it is very important to the teachers the accomplished different cooperative learning techniques and be able to choose the right techniques for apply in classroom that serve the students needs. These techniques are intended to encourage students to work together, engage in in-depth discussions, and learn from one another. However, not every approach is equally successful in reaching these objectives, and a technique's success may vary based on the learning situation.

Based on the finding from the researcher, the fact that the teachers used a variety of cooperative learning strategies throughout the study highlights how beneficial it is to do so. Based on their understanding of the many cooperative learning strategies, teachers should pick and utilize the optimum cooperative learning strategy. To do this, teachers should create an environment in the classroom that encourages collaboration, critical thinking, problem-solving, and communication. As a result, their pupils will experience more rewarding and fun language learning.

According to Bramlett (1994), using effective teaching techniques is crucial for improving student learning outcomes. Cooperative learning is one such strategy that has been shown to provide a number of benefits. But it's important to keep in mind that no technique is superior to another. Each strategy has benefits and drawbacks, and its efficacy may vary depending on the specific learning objectives, the complexity of the task, and the size of the class. The demand of applying different learning method while keeping the learning condition is enjoyable push the teaches to be more adaptable. When the teachers want to emphasize the lesson on conversation and collecting ideas, peer tutoring seems more effective. When it comes to problem solving and critical thinking think-pair-share seems more enjoyably for the participants. However, by applying variety of teaching methods teacher can accommodate different learning styles, abilities and interests of the participants, at the same time teachers provide supportive and team works in the classroom.

It's also important to keep in mind that occasionally using just one strategy won't be enough to achieve the educational goal. Combining several strategies can promote learning, improve retention, and increase engagement. Since learning a new language necessitates the development

of numerous skills, including speaking, listening, reading, and writing, this is essential. By implementing a variety of cooperative learning strategies, teachers can help students acquire these skills in a more comprehensive and thorough way. Right teaching techniques can boost students accomplishment in cooperative learning. It is necessary to apply different types of strategies which the best meet students need as well as the lesson objectives. Those componen are very crucial to accommodate the engagement of the students with the lesson. By applying the tactic teachers could generate enjoyable cooperative learning situation that can promotes problem solving, conversation and critical thinking. The consequence the participants will more active during the lcsson.

The study's conclusions emphasize how important it is to incorporate simplicity, adaptability, and diversity in cooperative learning strategies. By thoroughly understanding the needs and preferences of their students, teachers must be able to select and modify ways to fit a particular learning circumstance. They might create a positive learning atmosphere as a result, which would improve both student enjoyment and academic success. Cooperative learning method according to Bejarno (1987) could accelerate students learning improve participation in language learning. The urgency of applying cooperative learning method based on the student's need and capabilities is also highlighted by Istiaq et al (2017). by applying these recommendation teachers could employ various effective learning condition for their classes.

The right material to support learning activities at the English club
Anything can be effective if it's communicated in a relatable and individual way. The observation of the English club courses highlighted the importance of proper reading material and lesson plans for academic performance. Over the course of the ten visits, it was observed that the previous lesson plans and the subject matter of class presentations remained substantially unaltered. Instead, the focus of the class discussions was on the subject matter and its potential applications in daily life. The few resources that need expansion were aimed at enhancing participants' verbal and written communication skills.

The customization of current content to make it more applicable to the participants' lives suggests the need for personalized content in language acquisition. The likelihood that learners will be interested in and motivated to study increases when the topics are relevant to their daily life. Using materials that are significant and pertinent to the learners can lead to better learning experiences and more meaningful learning outcomes, according to Nunan (1991). Changes and adaptations to lesson plans are necessary, which highlights the value of teachers' flexibility and ability to suit students' learning needs. Brown (1994) argues that instructors should try to create a personalized learning environment that takes into consideration the different learning preferences, styles, and abilities of each student.

The English Club class observation emphasizes the importance of suitable and unique materials and lesson plans for efficient language learning. The addition of themes that are relevant to the students' lives will help teachers create a more engaging and dynamic learning environment. By modifying and tailoring lesson plans to meet the requirements of certain students, teachers can also provide a customized learning experience that yields more important learning outcomes. It's critical to keep in mind that the resources and lesson plans chosen have a big impact on how well an English club session goes. Thus, preparation and planning are essential for successful learning. Instructors of English clubs can ensure that students are more engaged, motivated, and interested by covering topics that are relevant to participants' everyday life.

In conclusion, it is clear that the effectiveness of an English club class depends on how well it can relate to the participants' daily lives. By using materials that are catered to their interests and experiences, the lesson plan may be delivered with a lot more effectiveness. The study shows that adapting the content and lesson plans to the participants' conditions may lead to improved learning outcomes.

CONCLUSIONS

Cooperative learning enhances students' English speaking abilities in the context of an IT study program, according to the research question. The research's data revealed that students' English-speaking abilities significantly improved as a result of participating in cooperative learning activities. Group investigation, jigsaw, and think-pair-share are examples of the cooperative learning strategies used in English clubs in IT study programs that are successful in boosting students' confidence in speaking English. The results of the study demonstrate that these models inspire students to participate actively and have meaningful conversations, which boosts their comfort level when speaking English. Teachers ought to think about utilizing materials that are pertinent, real, and interesting to enhance learning activities at the English club in the IT study program. Teachers can employ a variety of resources, including news items, videos, online language learning resources, and English language textbooks. The right materials will make sure that students are exposed to a diversity of vocabulary and grammatical structures, which can improve their ability to speak more fluently.

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