

## COOPERATIVE LEARNING PRACTICE: A SUGGESTED TECHNIQUE IN ENGLISH LANGUAGE TEACHING

### **Abstract:**

*The ultimate goal of the English language teaching and learning is that learners can use the language in an accepted level of appropriacy. To achieve the goal of teaching, teachers should determine the appropriate strategy of the teaching and learning. A strategy is defined as a plan of action. Teaching strategy includes methods, techniques and materials that are selected to promote learning. The term of teaching and learning strategy represents the teaching and learning process. With a joint program between Indonesia government and the United Nations, the government has implemented a new system of learning which one of the feature is requiring students to be actively involved in more cooperative and interactive ways of learning, that is, students are supposed to work in groups to achieve shared learning goals. What makes it different from individualistic and competitive class? And how the cooperative and interactive ways of learning is is conducted.*

**Keywords:** *Teaching and learning English, cooperative learning, collaborative learning, strategy, language practice and methods.*

### **The Basic Philosophical Concept of Cooperative Learning**

Let's start with the Chinese proverbs exclaiming that "Tell me and I'll forget, show me and I'll remember, Involve me and I'll learn". To support the proverbs above, the following will facilitate us to grasp the basic concept of them.

Bambang is setting in the classroom, doing

nothing. His book is open to the wrong page.

His sheet of printed questions has disappeared.

He does not care. His classmates ignore him.

In individualistic and competitive class, Bambang is considered to be a loser. Bambang cannot achieve the instructional goals and its

means the other students who can accomplish the goals effectively are considered to be better than Bambang. They win and Bambang loser. In competitive class, in contrast, Bambang might have different treatment. Let's have a look this illustration.

Bambang finds himself with his many classmates.

'Mbang, where is your paper?' they ask immediately "I don't know" Bambang replies.

"Here are the questions, let's go over and make sure you know the answer. Don't worry we'll help you 'the group members reply"

Thus, in the cooperative learning situation, Bambang is considered to be the part of the group whose efforts will also contribute to the success of the group that in turn will be beneficial to Bambang himself and other members of the class.

In the other words, there is a clear difference between learning in the individualistic and competitive situation and in the cooperative situation. In the former one, students can obtain their goals if and only if the other students in the class fail to obtain their goals. They work hard to do better than the other students, or they take it easy because they do believe they have chance to win, However, in the latter one, the students are working together to accomplish shared goals. Within the cooperative activities individual seek outcomes that are beneficial to themselves and beneficial to other group members. Therefore, some experts in education define "cooperative learning" as follows.

### **Definitions of Cooperative Learning**

According to Johnson, et al. (1990) Cooperative Learning is the instructional use of small groups which encourage students to work together to maximize their own and each other's learning. Nation (1992) is of the opinion that the cooperative arrangement is the most common kind of the group work in which all learners have equal access to the same material or information and cooperate to do the task to reach the shared learning goals. In the other words, the learner work together to share their understanding of the solution of the task or of the materials involved. Furthermore, cooperative learning can be defined as a variety of concepts and techniques for enhancing the value of the student-student interaction (Tan, et al, 1999). While Jacob (1999) said that

cooperative learning is diverse group of instructional methods in which small groups of students work together and aid each other in completing academic task. Brown (2001) differentiates cooperative learning from collaboration saying that cooperative learning is more structured, more prescriptive to teachers about classroom techniques, more directives to the students about how to work together in group than collaborative learning.

In short, cooperative learning practice encourages group members to work together to seek for the missing information (=the information gap) to reach at the group outcome.

Based on research, the cooperative arrangement can be used at every grade level, in every subject area, and with any task to develop positive interpersonal relationships and psychological health (Johnson, 1994). In addition, it provides powerful impact on teaching language content and skills, as well as the positive attitudes required to practice or use a second language in real life situation. Here are six key concepts in "cooperative learning practice"

### **Six Key Concepts in Cooperative Learning**

Kagan (1992) defines cooperative learning as a set of instructional strategies which incorporate cooperative student-student interaction over a subject matter as an integral part of the learning process. Cooperative learning practice can be as simple as having students in pair briefly discussing points of a lecturer or can be very complex like including special training in social roles, communication skills; students consulting with students from other teams. In order to carry out the cooperative learning practice, there are six simple concepts.

However, not all cooperative learning lessons implement all six of these key concepts. Nevertheless, competence in the following six key concepts indicates a teacher's ability to successfully make use of cooperative learning. The six key concepts include teams, cooperative management; will to cooperate, skill to cooperate, basic principles, and structures reflected in the picture underneath.

Teams should have strong, positive team identity, ideally consist of four members, and endure over time. Teammates know and accept each other and provide mutual support. Heterogeneity is recommended as a mirror of the classroom. The formation of teams can be many ways- in terms of interest, friendships, randomization, or the luck of the draw. Cooperative Management refers to efficient management of classroom. The room is arranged so that each student has equal and easy access to

each teammate. Will to cooperate is created and maintained teambuilding, class building, and use of cooperative task and reward structures. Skill to Cooperate is required when students move to complex cooperative projects. They need help in learning how to listen to each other, resolve conflict, set and revise agendas, keep on task and encourage each other. Basic Principles include simultaneously interaction, positive independence, and individual accountability. Last but not least is Structures referring to social organization of the classroom which involves a series of steps or elements defining interaction patterns (Kagan, 1992).

Now, let's compare and contrast the concepts of the cooperative learning group and the traditional learning group, as follow:

| Cooperative Learning Group         | Traditional Learning Group         |
|------------------------------------|------------------------------------|
| 1. Positive Independence           | - No Independence                  |
| 2. Individual accountability       | - No Individual accountability     |
| 3. Heterogeneous Membership        | - Homogeneous Membership           |
| 4. Shared Leadership               | - One appointed Leader             |
| 5. Responsible for each other      | - Responsible only for self        |
| 6. Task and Maintenance Emphasized | - Only one task emphasized         |
| 7. Social Skill Directly Taught    | - Social Skill Assumed and ignored |
| 8. Teacher Observer and Intervenes | - Teacher ignores group            |
| 9. Group Processing Occurs         | - No Group Processing              |

Hence, a teacher in cooperative learning situations plays a prominent role

### Teacher's Role

Within cooperative situation, a teacher, besides being a technical/subject matter expert, is a classroom manager and consultant to promote effective group functioning (Johnson, 1990). The teacher structures the learning groups, teaches the basic concepts and strategies, then monitors the functioning of the learning groups and intervenes to each collaborative skills and provide the task assistance when it is needed. Furthermore, Johnson et al., (1990) has proposed five major sets of the strategies that the teacher can do in cooperative learning situations. They are as follows:

1. Clearly specifying the objectives of the lesson

2. Making certain decisions about placing students in learning groups before the lesson is taught
3. Clearly explaining the task and the goal structured to the students.
4. Monitoring the effectiveness of the cooperative learning groups and intervening to provide task assistance (such as answering questions and teaching task skills) or to increase students' interpersonal and group skills.
5. Evaluating the students' achievement and helping students discuss how well they collaborate with each other.

These major strategies can be classified again into eighteen steps describing what the teacher really should do in cooperative learning situations, as follows:

1. **Specifying the instructional objectives.** There are two kind objectives in this case, i.e. the academic and the collaborative skills objectives.
2. **Deciding on the size of the group.** The size of the group ranges between 2 to 6 members depending to a great extent on the materials, the time, the characteristics of the students, etc.
3. **Assigning the students to groups.** There are four things to consider concerning with this point, i.e. 1). Group should consist of heterogeneous member ability, 2). Task-oriented students should be mixed with non task-oriented ones, 3). It is the teacher who decides to assign the students to group, and 4). There is no formula as to how long the group should stay together, however, it is suggested that to be successful the groups should remain stable long enough.
4. **Arranging the room.** Circles are usually the best in room arrangement.
5. **Planning the instructional materials to promote interdependence.** When a group is mature and experienced and group members have high level of collaborative skills, the teacher may not have to arrange materials in any specific way. However, if the group is new and the members are not very skilled, the teacher may wish to distribute materials carefully planned ways.
6. **Assigning role to ensure interdependence.** Each group member should be assigned a responsibility that the group needs to work effectively, such as summarizer, a checker, etc.

7. **Explaining the academic task.** The teacher should explain the academic task so that the students are clear about assignment and understanding the objectives of the lesson.
8. **Explaining positive goal interdependence.** The teacher should communicate to the students that they have a group goal and must work collaboratively. The teachers can ask the group to produce a single product, report or paper, or the teacher can provide rewards.
9. **Structuring individual accountability.** Practice tests, randomly selecting members to explain answers, having members edit each other's work, teach what they know to someone else, use what they have learned on different problems, or randomly picking one paper from the group to grade, are all ways to structure individual accountability.
10. **Structuring inter group cooperation.** When the group finishes its work, the teacher should encourage the members to go help other groups complete the assignment.
11. **Explaining criteria for success.** At the beginning of the lesson teachers should clearly explain the criterion by which the students' work will be evaluated.
12. **Specifying desired behaviors.** Teachers will need to define cooperation operationally by specifying the behaviors that are appropriate and desirable within the learning groups.
13. **Monitoring the student's behavior.** Much the teacher's time in cooperative situations should be spent observing group members in order to see what problems they are having in completing the assignment and in working collaboratively.
14. **Providing task assistance.** In monitoring the group as they work, teachers will wish to clarify instructions, review important procedures and strategies for completing the assignment, answer questions and the task skill as necessary.
15. **Intervening to teach collaborative skills.** If problems arise within the cooperative learning, teachers will wish to intervene to suggest more effective procedures for working together and more effective behaviors for students to engage in.
16. **Providing closure to the lesson.** At the end of the lesson, student should be able to summarize what they have learned and to understand where they will use it in the future. Teachers may

wish to summarize the major points in the lesson, asking students to recall ideas or given example.

17. **Evaluating the quality and the quantity of students' learning.** There are two grades that the teacher will show to the students, one for achievement and one for collaborative behavior.
18. **Assessing how well the group functions.** Teachers may also wish to spend time in whole-class processing where they give the class feedback and have students share incidents that have occurred in their groups and how they are solved.

Again, a structure refers to how the instruction is implemented in the classroom. Kagan, (1993) states that different cooperative structure have different learning outcomes. Therefore, a teacher pays an important role in determining the type of structure to carry out a particular task.

Here are some cooperative structures developing both language components and language skills.

### Structures for Listening and Speaking Skills

The table below shows you how each structure is to be implemented to develop students' listening and speaking abilities. Each structure has its own function for both academic and social (Kagan, 1994).

**Structures for Listening and Speaking**

| Structures           | Brief Description  | Function   |                           |
|----------------------|--|--|---------------------------|
|                      |  | Academic   | Social                    |
| Three step interview | <b>Team building</b><br>Students interview each other in pairs, first one way, then the other, Students each share with the group information they learned in the interview. | Sharing personal information such as hypotheses, reactions to poem, conclusion from a unit | Participation, listening. |

| Structures              | Brief Description   | Function  |  |
|-------------------------|---|---|--|
|                         |   | Academic  | Social   |
| Comes                   | <p><b>Class building</b></p> <p>Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss within corners then listen to end paraphrase ideas from other corners.</p> | Seeing alternative hypotheses, values, or problem-solving approaches.                     | Knowing and respecting different points of view, meeting classmates. |
| Match mine              | <p><b>Communicating building</b></p> <p>Students attempt to match the arrangement of objects on a grid of another student using oral communication only</p>   | Vocabulary development  | Tutoring   |
| Numbered heads Together | <p><b>Mastery : Practice &amp; Review</b></p> <p>The teacher asks a question, students consult to make sure everyone knows the answer, and then one student is called upon to answer.</p>                             | Review, checking for comprehension; knowledge; comprehension                              | Tutoring   |
| Think-pair-share        | <p><b>Concept Development</b></p> <p>Students think to themselves on a topic provided by the teacher; they pair up with another student to discuss it. They then share with the class their thoughts.</p>             | Generating and revising hypotheses; inductive reasoning; deductive reasoning; application | Participation; involvement   |



| Structures       | Brief Description  | Function  |   |
|------------------|--|---|---|
|                  |  | Academic  | Social  |
| Roundtable       | <b>Info Exchange:<br/>Within Teams</b><br>Each student in turn writes one answer as a paper and pencil are passed around the group. With simultaneous roundtable, more than one paper is used at once                              | Assessing prior knowledge;<br>practicing skills;<br>recalling information;<br>creating cooperative art. | Team building;<br>participation of all  |
| Blackboard Share | <b>Info Exchange:</b> A student from each team goes to the board and writes an opinion, solves a problem, or shares other information. Usually there is a predetermined place at the board for each of them to record its answers. | Sharing information;<br>contrasting divergent opinion or problem-solving strategies.                    | Class building;<br>participation of eight times as many as the traditional class. |

So, in “Three-step Interview” the students are expected to share personal information, such as hypotheses, reactions to a poem and conclusions from unit. This is the learning outcome on the academic functions, on the other hand, on the social function; they are involved in active participation and listening in the group.

Some sample structures, i.e. “Three-step Interview”, “Numbered Heads together” (adopted from Spencer, 1994) and “A Ranking Task” (Nation, 1992) will be elaborated below, accompanied by the appropriate materials.

### Structure 1: tree-step Interview

Three-step interview is a simple concept development structure. It works best in groups of four, but can be adapted to group of three or even larger groups. The content of interview can be any topics. It may refer to personal experiences and background knowledge about a topic.

## Procedures

- Step one : the students are arranged in pairs, facing each other. One is the interviewer and other is interviewee.
- Step two : the students reverse roles
- Step three : the students do a round or in each group member sharing in turn what they learned from their partner. They do this in their own group.

## Sample Material

The material consists of topics written in cards. The number of topics in each card contains three more topics depending on the time allocation for each session in the classroom. Students in pairs have different topics. Look at the following sample cards.

Card A.

- Watching TV program
- Traveling by train
- Saving money in a bank, Etc.

Card B.

- Looking after pet animals
- Traveling by bus
- going shopping

## Ideas for Using Three-step Interview

1. Each student shares an experience similar to one that was read about.
2. Students ask "What do you think the story will be about? What do you think might happen next?"
3. Students can role play one of the characters in a book (story).
4. The interview can be set to practice a particular grammatical structure, for instance, to enhance the study of past tense, adjectives, and act.
5. Students can tell a story that they are going to write.
6. Students can share one or two vocabulary words that were new to them, their meanings, and their context in the book (story).

## Structure 2: Numbered Heads Together

Numbered heads together is a simple four-step structure. Its main strength is in building mastery. A Question with multiple responses is provided by the teacher. It is better not to ask a simple comprehension question (who is the main character in Lost at sea?).

## Procedures

- Step one : the students number off from one to four in a group of four. On a group of three, group member # 3 answer when numbers three and four are called. On a group of five, group member # 4 and #5 both answer when four is called.
- Step two : the teacher asks a questions with some possible responses.
- Step three : the students put their heads together, discuss the correct answer and make sure that everyone knows it.
- Step four : the teacher calls a number and the students raise their hands to respond.

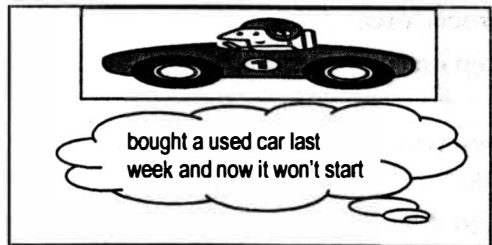
## Sample Material

The material comprises five different pictures with a problem to solve in each picture. The five pictures are distributed to each group. There is only one question to ask for each picture- "What do you advise for each of the problem?" Below are the pictures.

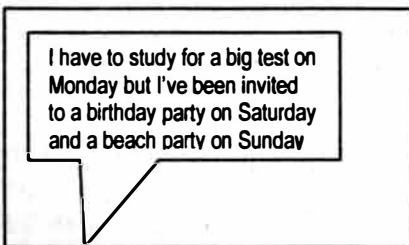
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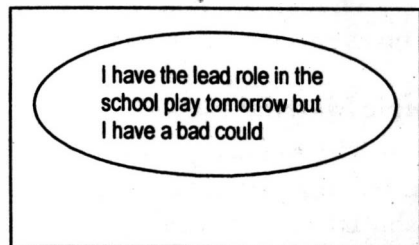
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## **Ideas for Using Numbered Heads Together**

1. After reading a story, review the parts of the plot. For example, make sure everyone on your team can mention character (s), the climax, the problem, the setting, etc.
2. For vocabulary review, students can provide synonym or antonym of a word. They can make the sentences or just spell it. They can add the missing word in a sentence.
3. Student can review irregular verbs or plural nouns.

## **Structure 3: A Ranking Task**

In a ranking a group of students (four or more) receive a list of items to be put in rank/order. First, each group member orders the items independently. Later, group members try to agree on the order by persuading one another. Remember that group members sit in circle if there is no picture or text, or in a horse shoe arrangement in which each group member gains access the same distance to the material. It is better to put the source input at the open end of the horse shoe.

### **Procedures**

- Step one : each group member/student ranks the items her/himself first.
- Step two : each student communicates her/his order to other members of the group
- Step three : student persuade one another to agree on the best order (order by Consensus)

During the ranging activity, the students are allowed to study resource sheets that provide background knowledge on the problem.

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### **Sample Material**

The following material is to practice the word instruction which occurred in a text in the phrase reading instruction. It is dealing with the vocabulary feature. Instruction. You are about to begin studying at the university for first time. Before the university year begins, you have a chance to receive instruction in variety skills. Rank them in order of value to you for university study.

INSTRUCTION USING THE LIBRARY

INSTRUCTION IN WRITING ASSIGNMENT

INSTRUCTION IN TAKING LECTURER NOTES

INSTRUCTION IN ORGANAZING AND PLANNING YOUR TIME

### **Ideas for Using Ranking Tasks**

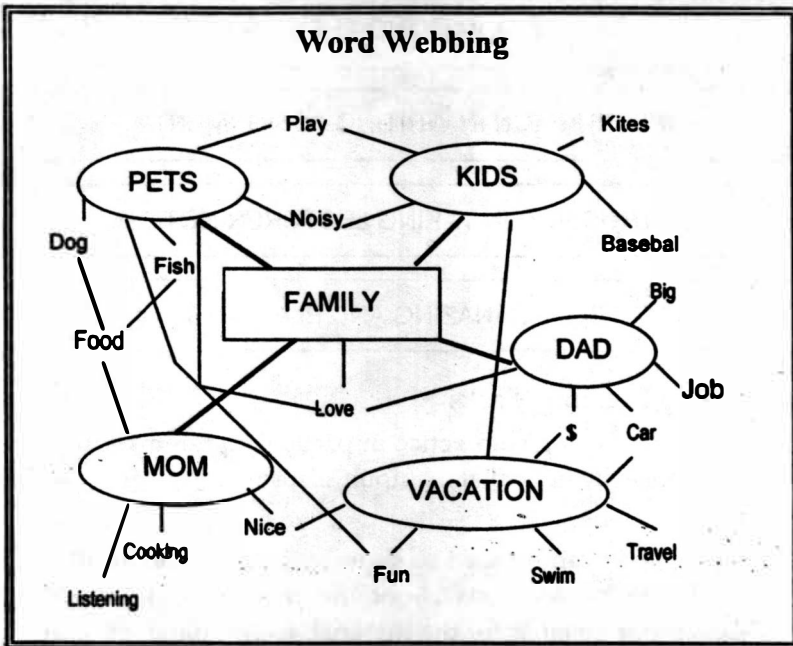
1. Ranking task can give practice in particular grammatical features, for instance, I think that.....(noun clause); because, if (adverbial clauses).
2. Ranking tasks can be used to show and to develop mastery ideas. Students make decisions about the relative value of the ideas using criteria suitable for the material, for example, think of three possible reasons for the story of Gone with the Wind-why did Scarlet leave her home town?

### **Structures for Reading Skill**

Below is some example structures implemented in a reading class, among others: team word webbing, simultaneous sharing, roundtable, and partners (the roundtable structures has been elaborated in previous section).

#### **Structure 1. Team Word Webbing**

Team Word Webbing is a powerful tool in concept development and exchange. Here is an example.



### Procedures

- Step one : have a team/group of four students (class can be divided into some Group/team)
- Step two : give each student a different color pen or marker.
- Step three : give the team one large thick paper.
- Step four : have them write the topic in the center, not large (in a rectangle)
- Step five : give every team/group member a different text (paragraph). In fact, a teacher should find a complete reading text consisting of more than one paragraph, than cut it into parts. Each part is called a text (=a paragraph)
- Step six : each member is supposed to write a topic idea (a core concept) in ovals. The sixth step is carried out using a roundtable structure.
- Step seven : when the ovals are all filled, let them add supporting elements, again in the roundtable.

The completed Word-Webb is the group outcome and provides a natural tool for assessing group functioning. Because each student has

written in only one color, it is easy to see the type of contribution made by each team/group member. Below is a sample material for the Team Word Webbing.

### Sample Material

The sample material is a complete reading text containing four paragraphs. Cut them into 4 small texts. Paragraph 1 is called Text 1 and it is for student 1; Paragraph 2 is called Text 2 and it is for student 2 and so on.

#### Text 1

Few occasions have a stranger history than Halloween. It is a very old tradition. The name, meaning "*holy evening*", comes from the fact that it is the eve of All Hallows, or All Saints Day. Although its Christian feast, established in the seventh century, many of the beliefs and customs came for long before the Christian period. Pagan traditions combined with those of Christian times.

#### Text 2

Halloween occurs in autumn. Originally, the Druids, a tribe of Northern and Western Europe, *held a ceremony to celebrate* the end of the summer and the beginning of the winter. It was time to open the store of food harvested in the summer and a natural time for a feast. The Celts, another tribe, also believed that on October 31 the souls of the dead visit their relative in search of warmth and comfort as winter approached.

#### Text 3

It was believed that the departed souls would play tricks so sacrifices were made to pacify them. (*It is similar to Hari Raya Kurban?*) This practice was banned by the Roman governments and so the traditions changed: new creatures and beliefs were introduced. For example, ghosts, goblins and fairies.

#### Text 4

In many countries All Hallows' Eve is a religious occasion, when people say prayers at the graves of relative and friends. However, in the USA Halloween is a night of partying, magic spells, games and tricks, for adults and children. As the sun goes down, little ghosts, witches and characters from horror films appear on the streets. Residents who don't want a trick played on them must give some sweets or fruit to the children. This custom hasn't reached Britain yet but it is a night for costume parties, lit by lamps made from large vegetables and decorated with cobwebs and ghosts, and special.

## Structure 2: Simultaneous Sharing

There are some types of Simultaneous Sharing as follows. Each type is followed by the procedures.

### 1. Share & Compare

Ask for teams to share their best answer with the team next to them. Thus, all teams are active once during sharing.



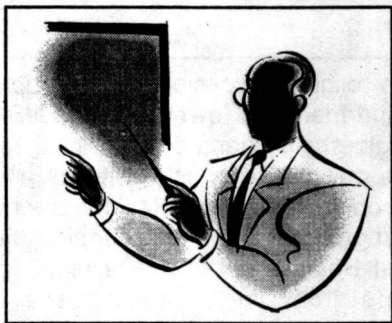
### 2. Team Notebooks

Have students record their ideas in a team notebook to be looked at by the teacher and/or other teams.

### 3. Class Notebook

Each team record their ideas or product on the sheet of three ring binder paper. The sheets are kept in the Class Notebook which has labeled dividers. The notebook which has labeled divided. The Notebook is available for other teams to use.

### 4. Blackboard Share



Have one representative from each team go to the board or chart paper and all teams can simultaneously post their best answers. This one is my favorite. it allows teams to continue working while the ideas are posted, and for the ideas of one team to impact on the discussions of others.

### 5. Carbon Sharing



As teams record their answer, they are producing two or more copies via carbon paper. These copies are given to other teams to examine and/or comment on. "Carbon booklets" facilitate carbon sharing. A four copy booklet is simply four piece of paper with a carbon sheet face down under the first three; a staple or paper clip holds the booklet together before it is taken apart for sharing. Carbon booklets are also a powerful aid in the writing process; they allow simultaneous peer responses to individual writing.

### **Sample Material**

Using the same material as the one in the Team Word Webbing, each team may share their outcome. Student 1 from any team can come to another team and compare and share the outcome. Let each team member read.

### **Structure 3: Partners**

As a result of an experiment in a classroom, this structure is broken into ten steps, described in the following box:

Steps of:

#### **Partner**

1. Partners are formed within teams. Often the high and low achievers are partners, as are the two middle achievers.
2. Class divides: partners sit together. Topic 1 partner are all on one side of the class; topic 2's on the other.
3. Materials are distributed. Materials often consist of some reading and a worksheet. Worksheets are designed to simulate higher-level thinking.
4. Students master material
5. Partner consults with same-topic partners. Partner consults with other partner sitting next to them; they check for correctness, completeness, and different points of view.
6. Partners prepare to present & tutor. Partner analyze critical features feature and decide on a teaching strategy; student are encouraged to make visuals and other teaching aids; they must evaluate what is important to teach, how to determine if learning has occurred in their team mates.
7. Teams reunite; partner present & tutor. Partners work as a team, dividing the labor as they teach the other partner in their

team. After presenting material, partners check for understanding and tutor their team mates. Practice is the distributed: topic 1 partner share, topic 2 partner shares, topic 1 partner tutor, then finally, topic 2 partner tutor.

8. Individual assessment. An individual quiz or essay, or Numbered Heads Together is used to assess individual mastery.
9. Team processing. Team mates reflect back over the process: How did we do as teachers? as learners? How could we do better next time? What social skills did we use? Which should we use next time?
10. Scoring & recognition. An optional step, often not included, is to have some form of scoring and/or recognition system. The scoring system can be based on student improvement. The recognition system can recognize individual, team, and class accomplishments.

### Sample Material

The sample material is a complete reading text consisting of 5 (five) paragraphs. The complete text is divided into two topics, that is, Topic 1 contains three paragraphs and Topic 2 two paragraphs.

#### Topic 1

I have learnt four languages. The first is Javanese, my mother language. Javanese is divided into three level; high Javanese (*Krama Hinggil*), middle (*Krama*) and common Javanese (*Ngoko*). *Ngoko* is used to speak to people younger than us, amongst brother and sisters, and friends. *Krama* and *Krama Hinggil* are used to speak to older people, parents or others who we respect. These two levels of language are still dominant in Central Java. High Javanese is also used as a language of art. Traditional Javanese plays (*Wayang Orang/Ketoprak*) perform their shoes using this from of the language. There are also regional dialects. When I was a student in elementary school I started to learn Indonesia, though Javanese was still dominant. Indonesia is an official language in this country. Malay is the root of this language. It was adopted in order to create national unity. It doesn't have any status levels, so it is more democratic than Javanese.

I have been learning English since I was 13. I was introduced to this language by my family. My father and sister like to sing English song and also have the cassettes. We like to listen to them. I was fascinated when my sister was able to sing some English songs. I just said to myself if could do that. Wow! It would be great! Isn't that a motivation?

### Worksheet 1

Answer the following questions.

Questions:

1. How many languages does the writer learn? What are they?

.....  
.....

2. How does the writer learn each language?

.....  
.....

### Topic 2

The other language I have learnt is Arabic. In order to read the Holy Koran we need to study this language. Some young people in Indonesia go to special religious schools to study it more intensively; because they or their family believe it is important to have a religious education.

For these languages, I prefer to us Javanese. This may seem strange because Indonesia is easier to use than Javanese: there is a smaller vocabulary and the grammar is easier. In spite of this, I still prefer Javanese because I feel it is my language. It is part of my culture. Although my nationality is Indonesia, my native culture is Javanese. This is important to me. Finally, I must admit that the English language is very important also because it's used internationally and if we ere going to be apart of the word we must learn it successfully.

## Worksheet 2

Answer the following questions.

Questions:

1. What language does the writer learn?

.....  
.....  
.....

2. What language does he prefer? Why?

.....  
.....  
.....

Last but not least, a teacher may make use of the many kinds of structures previously presented to develop the writing skills. In order to enable student to develop a topic (proposed by the teacher), for instance, the student can work cooperatively using the Team Word Webbing.

### Conclusion

The cooperative learning practice in teaching English as a foreign language is one kind of group work with some basic key concepts which has received an enormous attention in recent time due to several reasons. Firstly, student learnt better what do rather than what they are told to do. Secondly, students learn through interaction with peers. Just like in the real-word communication. Thirdly, students have a lot of opportunities to develop their comment of the target language in a less-nervous atmosphere because of working in small groups.

To make the most of it, grouping is very crucial to consider. Make sure the group members are not homogeneous so that they cooperate to complete a task for the sake of the group to reach shared learning goals. Another important element is the type of structure to be implemented because different structures result in different learning outcomes.

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**Syafrizal dan John Pahamzah**, adalah dosen Jurusan Bahasa Inggris Universitas Sultan Ageng Tirtayasa, Serang-Banten.