IMPLEMENTATION OF COOPERATIVE STRATEGIES IN TEACHING ENGLISH TO JUNIOR HIGH SCHOOL

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ABSTRACT

Cooperative learning is a strategy that is often used in the teaching and learning process. In which the learning process is carried out in groups by students. In this case the students become more dominant than the teacher. The implementation of this strategy is also a reference to be more open between students with different genders, academic abilities, and different races. The methodology used is qualitative in writing. This paper contains learning strategies for students, especially junior high schools, where the implementation itself will provide variations for teachers in teaching and make students more creative in building their own knowledge.

Keywords: Cooperative, Strategy, Students

INTRODUCTION

A good learning process produces students with good skills and character, as well as intelligent and open-minded. The purpose of learning is to explore meaning, knowledge, understanding, skills, and attitudes through messages given by educators. learning objectives can be achieved by optimizing learning resources and learning experiences. The achievement of learning process objectives can be seen from the positive changes in students because of the learning process. Knowledge, skills, and good character from all educators

are expected to their students. Every educator has their own way of educating their students. This method in education is known as learning strategy.

One of the learning strategies that can increase student activity is cooperative learning strategy. Cooperative learning strategies are teaching and learning activities in small groups where students learn and collaborate for an optimal learning experience. Individual and group experiences. This strategy improves

results Learning outcomes not only motivate you to learn, but also increase your motivation to learn. And they believe that they will have a social relationship by developing an attitude of mutual trust with their friends.

Cooperative learning allows students to share ideas, collaborate, proactively relate to one another, and take responsibility. Students with good supervisory skills and continuous monitoring can ensure that they are always listening and ready when asked to take control of the learning process, I can do that. I think I can do it myself, so I will do it myself without depending on other students. In cooperative learning, there are six categories, classified according to the first major objectives of unit development in the classroom, unit development as a team member, communication skills, ability to reflect and exchange information.

METHODS

The method used by researchers in this research is descriptive. Descriptive method is a problem-solving process and is studied by describing or describing the current state of objects or goals (people, organizations, communities, etc.) based on modest facts (Nawawi, 2002: 63). The format of this survey is Classroom Action Research (CAR). The format of this survey is qualitative. According to Bogdan and Taylor (2014: 4) from Moleong, research was observed, providing descriptive data, such as words written and spoken by people.

FINDINGS AND DISCUSSIONS

Findings

The results showed that this strategy was very effective when used during the teaching and learning process of English to junior high school students. Because, not only makes students more confident but also more effective in learning. In this case, students are also easier to argue against group friends in issuing their ideas. This strategy also provides an opportunity for educators to get a variety of values for students with diversity in ethnicity, race, gender and knowledge of each student. The implementation of this strategy is also carried out based on the individual needs of each student and is also adapted to the student's current situation. This learning also requires several media which are the main support for each student to think more creatively and also be critical of what is heard and seen related to the material. This is done based on steps and rules ranging from group division, assignments to recollection of tasks. Everything that students do based on

observation is very good and very active.

Discussions

The learning strategy is the preferred means of providing learning materials in a particular learning process environment. Learning strategy is defined as a plan that includes a series of activities designed to achieve a certain level of education. Learning strategies can also be understood as learning activities that must be carried out by teachers and students to achieve their learning goals effectively and efficiently. There are several elements to a learning strategy. First, teachers and students as key actors in learning carry out learning activities and develop hidden skills to achieve their goals. Learning objectives, objectives are the basics used as the basis for determining learning strategies, written materials, learning activities, methods used to achieve certain learning objectives, and the achievement of learning objectives. resources, situation, environment, and finally where to get students.

In learning strategies, learning strategies include everything needed for the educational process, and learning activities are carried out without learning strategies, so that learning goals are easily achieved and learning in the learning process is organized by learning. You will be hampered from achieving your goals. Therefore, there is no learning strategy that is very important in the teaching and learning process. What is unique about this research is its unusual learning method. In the normal learning process, students often only rely on lessons from the teacher, but by using collaborative in learning strategies, students form groups and chat to complete assignments. According to Isriani Hardini who quoted Wena's comments, the use of strategies in learning activities is very important because the results facilitate the learning process to achieve optimal results. Without a clear strategy, the learning process cannot be guided in such a way that optimally it is difficult to achieve the learning objectives that have been set. In other words, learning cannot be carried out smoothly, effectively, and efficiently. Learning strategies are useful for teachers and students.

Theoretically a teacher has understood the operational steps of a learning strategy. However, not necessarily a teacher will be able to successfully implement these strategies in the implementation of learning in the classroom. The success of the teacher in implementing a learning strategy is

very dependent on the ability of the teacher to analyze the existing learning conditions, such as learning objectives, student characteristics, learning resource constraints, and characteristics of the field of study. The results of the analysis of the learning conditions can be used as a basis for determining the learning strategies to be used. The goal in the learning process, the teacher must first determine the learning objectives to be achieved.

According to Bloom's taxonomy, there are theoretically in learning objectives are divided into three categories, namely:

a. Cognitive learning objectives
b. Effective domain learning objectives
c. Psychomotor domain learning objectives

According to Darsno, cooperative learning is an approach, or a series of strategies specifically designed to encourage students to work together during the learning process. He also stated that cooperative learning can improve student learning and improve mutual assistance in social behavior.

Cooperative learning is a form of learning in which students learn and work in small groups collaboratively whose members consist of four to six people with heterogeneous group

structures. In essence, cooperative learning is the same as group work. Therefore, many teachers say that there is nothing strange in cooperative learning because they think they are used to doing cooperative learning in the form of group learning.

Cooperative learning is learning that consciously and intentionally develops wise interactions between students so that insults and misunderstandings do not occur that can lead to hostility. Cooperative learning is also known as group learning. It is an umbrella term for a variety of teaching processes that involve small interactive groups. Students work together to complete assignments in small groups, help each other, and learn with other groups in the group.

Types of cooperative learning there are six types commonly used by educators in cooperative learning according to Abdurrahman and Bintaro, namely as follows.

STAD type (Student Teams Achievement Divisions) The STAD type was developed by Robert Slavin and his colleagues from Johns Hopkins University. This method is seen as the simplest and most direct of the cooperative learning approaches. This type is used to teach new academic

information to students every week, either through verbal or written presentations.

Students in the class are divided into several groups, each group consisting of 4 or 5 group members. Each group has heterogeneous members, both gender, race, ethnicity, and ability. Each group member uses an academic worksheet, then helps each other to master the teaching materials through question and answer or discussion among group members. Individually or in groups, every week, or two weeks an evaluation is carried out by educators to determine their mastery of the academic material that has been studied.

Each student and each group are given a score for their mastery of teaching materials, and individual students or groups who achieve high achievements or perfect scores are given awards.

Jigsaw Type This type was developed by Elliot Aronson and his colleagues from the University of Texas and later adapted by Slavin and his colleagues. This strategy is an interesting strategy to use if the material to be studied can be divided into several parts and the material does not require a sequence of delivery. The advantage of this strategy is that it can involve all students in learning and at the same time teach others.

Type GI (Group Investigation) The basics of the GI type were designed by Herbert Thelen, then expanded and improved by Sharan and his colleagues from Tel Aviv University. This type is often seen as the most complex type and the most difficult to implement in cooperative learning.

Cooperative learning can work together to develop students' personal qualities, especially their emotional aspects. Small group learning with collaborative principles is most often used to achieve cognitive, emotional, and positive learning goals. A learning environment that takes place in a safe, open, and comfortable interaction between group members allows students to communicate with each other to develop knowledge, attitudes, values, ethics, and attitudes, skills are developed. This provides an opportunity to absorb and convey learning.

Fundamentals that have of Cooperative Learning planners and educators as professionals need to pay attention to some basic concepts that become the conceptual basis of learning when using cooperative learning strategies. Use learning strategies with learning objectives

referring to what educators want their students to achieve in their learning activities. The development of these objectives is in line with the curriculum and learning objectives.

Overall Student Acceptance of Learning Objectives Educators must be able to adapt their classrooms to accept learning objectives for personal and collective benefit. Students are conditioned to know and accept that all team members agree to work together to learn a set of knowledge and skills that need to be learned. Active addiction educators need to design group structures and group exercises so that each student can learn on their own and evaluate themselves and their peers based on their level and ability to understand the topic. Students feel actively dependent on other team members in learning and carrying out tasks assigned by the teacher.

In open interactive learning groups, the interaction is direct and open when discussing the material and assignments given by the educator. Such a learning environment helps cultivate a positive addictive attitude and an open mind in students for successful learning. One of the foundations of using a responsible and collaborative personal strategy is the ability to achieve academic success

when done together. Therefore, students have two responsibilities. That is, the materials and tasks to be successful, as well as work and understanding for the success of team members, are in accordance with the set learning objectives. Heterogeneous Groups In forming study groups, group members must be heterogeneous. This causes collaborative interactions to accumulate different characteristics of different students.

CONCLUSIONS

Basically there is no best learning strategy among other learning strategies. Each learning strategy has its own strengths and weaknesses. The task of an educator is to choose a learning strategy that is in accordance with the subjects to be taught and the characteristics of the students being taught. Selection of appropriate and varied learning strategies can affect student learning comfort and improve learning outcomes. One strategy that can improve the performance and confidence of students is cooperative learning.

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