

## EFFECTIVENESS OF COOPERATIVE LEARNING ENGLISH LANGUAGE

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**Abstract:** Cooperative learning is one of the keys to ensure effective learning outcomes either in terms of knowledge or skill. This article discusses efficiency of cooperative learning in studying English language. There are many advantages to cooperative learning for English language learners. In a number of important ways, it makes use of social interaction to improve language learning and skill development. Students' abilities in communication, grammar, vocabulary, self-esteem and teamwork are particularly important. Despite certain obstacles, using cooperative learning to manage activities can be a very successful way to teach English as a second or foreign language.

**Keywords:** cooperative learning, collaborative learning, teamwork, interactive learning, skills, pedagogical strategy, achievement.

### Introduction

The fact that English is not our first language, teaching English is a difficult job because our students are more sophisticated and proficient than they were a few decades ago and the new teaching strategies we employ in the classroom need to be more interactive and integrative in order to capture and hold their attention. Given that our students will be professionals with common objectives, values and practices, their level of English proficiency is also evaluated by an additional linguistic certification. We must have a thorough grasp of the language proficiency and competency that our students require in order to receive professional growth in the English language. Cooperative learning is the best way to improve English language skills. In English language instruction, cooperative learning is a pedagogical strategy in which students collaborate in small groups to accomplish common learning objectives, including finishing a presentation or resolving an issue. It is predicated on the idea that communication, teamwork and mutual aid improve learning. Students support one another's learning and accomplishment of a shared objective rather than competing, which enhances motivation, communication abilities and fluency. Think-pair-share and jigsaw exercises are frequent exercises. Although very successful, this method necessitates rigorous preparation and instructor support to handle possible issues including uneven involvement and off-task conduct, guaranteeing that every student gains from the cooperative learning process. Small teaching groups are used in cooperative learning so that students collaborate to maximize their own and one

another's learning. This technique has proved that effectively designed and performed the lessons of English based on cooperative learning lead to actual achievements and positive relationships among students. As Johnson. D (1991) notes, "Cooperative learning groups were used extensively in England in the late 1700s and the idea was brought to the United States when a Lancastrian school was opened in New York City in 1806." This demonstrates the long history of cooperative learning and since then, there have been several stages of development that have placed it among other approaches and methods of the teaching, learning process. Today, cooperative learning has its own distinct definitions, concepts, theories and applications in terms of methods and techniques. In reality, these programs are collaborative and cooperative, involving small groups that collaborate to solve various challenges while also helping students develop their communication skills. To put it briefly, it is active learning in which students collaborate in groups to complete a task. As a result, the students believe they are contributing to the discussion and actively participating in the class.

According to Hassan. J(2018) clear, positive interdependence, including individual accountability that fosters interaction involving the proper application of social skills and collective processing, has been demonstrated to be essential to the power of cooperation. It is true that cooperative learning groups teach students how to share and receive knowledge, generate new linguistic ideas and viewpoints and communicate in a way that is acceptable to others. Students gain the ability to explain novel experiences using language in different ways by engaging in reciprocal conversations with one another. Jordan. A (2010) defines cooperative learning, which works well in many contexts, has occasionally been suggested as the panacea for the educational conundrum. Thus, small groups of students use a range of learning exercises as part of the cooperative learning approach to help them better understand a subject. It is necessary to create an environment of achievement and practice since each team member is accountable for both learning the material and assisting colleagues in learning. In this way, even if team members have varying skill levels, they all collaborate to create a single product. Marioara. P (2016) believed that face-to-face interactions allow students to debate and clarify assignment subjects with one another, which helps to advance individual learning. Because they feel that they are "in this together," that each member's efforts will benefit not just him but the entire group, they develop positive interdependence. The fact that every kid is responsible for their own contribution to the group is something they never forget. Students gain interpersonal skills including leadership, communication, conflict resolution and teamwork in addition to the subject matter through collaborative skills. In order to complete their task, participants also employ reciprocal questioning during the activity. Since each team member is accountable, an environment of accomplishment is created, the foundation of eventual success is one crucial idea: kids need to be taught how to

contribute to a group setting. Rashed. A (2013) point out when students of various language proficiency levels collaborate to complete a task, cooperative learning is effective in addition to helping them develop specific language skills. In fact, they learn how to work together as a team, assign jobs fairly, show which student or students are the best at presenting their work or responding to inquiries and rely on one another to produce a finished product that meets all expectations. The most crucial thing is that students develop self-assurance in their ability to communicate effectively in English, both in person and in front of an audience. Furthermore, we can see the advantages of cooperative, group learning over time. Students' interest in the learning-teaching process increases when they are involved in the sharing of ideas, opinions and debasements of one another. They become more accountable, develop critical thinking skills and retain the material longer when they are involved in this process. Since students can step in whenever they think they have anything worthwhile to share, they truly feel like active participants in the session. When a student or the teacher provides pertinent knowledge, it is incredibly rewarding for the teacher to hear the kids respond, "Oh, how interesting!" I was unaware of that! Students who are learning English grow more comfortable speaking the language in the first place; when they have something essential to say, they are ready to share it without first considering if their vocabulary or grammar is appropriate. They can also pick up new techniques for completing chores just by seeing how their friends do them. They understand that they should all contribute equally to their achievement because they are a group and their group effort is evaluated.

Cooperative learning has potential benefits while studying English language. Firstly, it can give more opportunities for language use. By their very nature, cooperative learning models give students more chances to communicate in real-world situations using the target language, English. This is essential for improving communication skills and fluency. Secondly, enhance motivation and engagement. For students who prefer social learning environments, working together on assignments can be more motivating than working alone. Peer support and interaction can boost student engagement and make learning more enjoyable. Thirdly, it is helpful for creating communication competence development. As Heri. Hermawan (2024 ) mentioned students actively interact with their classmates in cooperative learning environments, which encourage support for one another and shared accountability for meeting learning goals. Since cooperative tasks frequently call for cooperation, clarification and negotiation, they directly foster the growth of critical communication abilities. Students gain the ability to communicate effectively, comprehend various viewpoints and articulate themselves clearly. Furthermore, improves social skill. Cooperative education promotes cooperation, teamwork and conflict resolution abilities, all of which are critical for success in a variety of spheres of life. Next one is

about better listening comprehension. In order to comprehend directions, viewpoints and criticism, students must pay close attention to what their colleagues have to say. This improves their ability to comprehend what they are hearing. The last useful side is vocabulary acquisition. Students are exposed to more language through engagement than they may learn on their own. Explaining ideas to peers helps reinforce language comprehension as well. It can strengthen peer support, for instance, stronger students can help weaker students by offering support and scaffolding. For students who are having trouble with particular facets of the language, this peer support can be quite helpful.

On the other hand, according to Mohammad. R (2021) there are some possible negative effects and difficulties. Like, certain pupils might control conversations, giving others little chance to contribute. Without careful planning and monitoring, groups can easily become diverted and participate in off-task activity. For example, students who are far more proficient than others may unintentionally overwhelm those who are less proficient. It can be difficult to evaluate each person's contribution within a group. Activities involving cooperative learning might take a lot of time. To maximize learning within the time allotted, effective planning and task management are essential. Personality conflicts or different work styles can lead to conflicts among group members.

However, careful preparation, efficient execution and continuous observation can greatly lessen the difficulties associated with cooperative learning in the teaching of English. Assign each group member a distinct job, such as timekeeper, reporter, recorder or leader. This guarantees that each person has a clear task and actively participates. Start with individual thought time, followed by duo work and group sharing, rather than a group discussion right away. Quieter students can use this time to gather their thoughts. Moreover, every time a new cooperative task is attempted, switch roles. This allows each student to gain a variety of abilities and experience a range of responsibilities. As Ozlem. Y (2018) prefer to choose group members carefully to ensure that language proficiency levels are balanced. Do not group with all of the good kids. Before group projects, provide important words and expressions to help less experienced students contribute more successfully. Should stress the value of active listening and urge students to support one another's comprehension. To help students with lesser proficiency communicate and understand, use visual aids such as diagrams or illustrations. Teacher must make sure everyone gets an opportunity to talk and participate by carefully stepping in. Besides, to help students connect and build rapport, begin with icebreaker exercises. Give pupils opportunity to practice and instruct them on fundamental conflict resolution approaches. Encourage cooperation and support among members of the group to foster positive group dynamics. Create an inclusive and respectful learning environment in the classroom. When needed, the

instructor should step in to mediate disputes and serve as a facilitator. Teachers can maximize the advantages of cooperative learning while reducing any potential disadvantages by proactively addressing these issues through careful preparation and facilitation. Keep in mind that successful cooperative learning is an iterative process that necessitates constant modification and improvement in response to student requirements and reactions.

### **Conclusion**

Cooperative learning is a teaching approach where students work together in small groups to complete shared learning goals, such as completing a presentation or solving a problem. It is based on the notion that mutual assistance, teamwork and communication enhance learning. Instead of competing, students help one another learn and achieve a common goal, which improves motivation, communication and language skills. It offers lots of opportunities to practice speaking English in a less daunting setting. So frequent English-language communication lowers anxiety and increases fluency. To effectively contribute and comprehend teammates, active listening is essential. In addition, new words and phrases are introduced through interaction. This encourages pupils to use language in practical contexts. Helps foster the growth of problem-solving, negotiating and teamwork abilities. Collaborating with others might be more enjoyable and inspiring than studying alone. In contrast, there are some challenges, such as, while some students may contribute, others may dominate. It might be difficult to evaluate individual contributions within a group or members of the group may have disagreements. With careful preparation, efficient execution and continuous observation, the difficulties associated with cooperative learning in English language instruction can be greatly diminished. It is well recognized that cooperative learning can boost students' skills and desire for studying English.

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