

EVALUATION OF THE EFFECTIVENESS OF COOPERATIVE LEARNING METHODS IN ENHANCING ENGLISH WRITING SKILLS AMONG ELEMENTARY SCHOOL STUDENTS

Sri Hardianty *¹

STAIN Teungku Dirundeng Meulaboh, Indonesia
srihardianty@staindirundeng.ac.id

Ach Munawi Husein

Universitas Abdurachman Saleh Situbondo, Indonesia
huseinunars@gmail.com

Muhammad Ishom

Universitas Nahdlatul Ulama (UNU) Surakarta, Indonesia
ishom_solo@yahoo.com

Era Purike

Politeknik Pajajaran ICB Bandung, Indonesia
era.purike@poljan.ac.id

Husna Imro'athush Sholihah

STKIP Muhammadiyah Blora, Indonesia
husna.azka@gmail.com

Abstract

This research evaluates cooperative learning methods for enhancing English writing skills in elementary school students. Emphasizing the importance of English proficiency in the globalized era, the study draws on Ministry of Education and Culture data, highlighting the widespread integration of English curriculum in Indonesian elementary schools. The research addresses the imperative of fostering writing skills, prompted by a national survey revealing that over 80% of elementary students in Indonesia struggle with expressing ideas in writing. Through an extensive literature review, the study explores the rationale, benefits, and challenges of cooperative learning in the elementary English language context. The methodology combines quantitative and qualitative elements, encompassing research design, population, sampling methods, and instruments to evaluate cooperative learning methods comprehensively. Critical examination of previous research findings informs the study's objectives, with the discussion section interpreting research findings and offering strategic recommendations for cooperative learning implementation. Considering the broader educational context, the discussion underscores the need for continuous professional development to optimize outcomes. In conclusion, the research provides valuable insights into the efficacy of cooperative learning in enhancing English writing skills at the elementary level, targeting educators, policymakers, and researchers invested in elevating English language instruction quality in elementary schools.

¹ Korespondensi Penulis

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Introduction

English language instruction at the elementary school (ES) level plays a pivotal role in shaping students' foundational language skills (Cekrezi, 2020; Haddar et al., 2023). With approximately 90% of elementary schools in Indonesia integrating the English curriculum, there is a clear national commitment to fostering global language proficiency in an era marked by increased interconnectedness. This emphasis on early exposure to English reflects an understanding of the language's significance in facilitating international communication and collaboration, thus preparing students for future academic and career pursuits (Thompson, 2017; Tuhuteru et al., 2023). Writing skills emerge as a critical component within the spectrum of language proficiency. Proficient writing is not merely a means of effective communication but a tool for developing critical thinking and analytical abilities. A recent national survey in Indonesia has brought to light a noteworthy challenge: over 80% of elementary school students struggle with expressing ideas in writing in English. This statistic underscores the imperative to address and rectify deficiencies in writing skills to ensure a comprehensive language education (Banat, 2023; Astuti et al., 2023).

The significance of writing skills extends beyond linguistic competence; it contributes to cognitive development by enabling students to articulate thoughts coherently. Despite the identified challenges, the elementary school years are considered a formative period for building linguistic competence. Recognizing this critical phase in language development underscores the need for targeted interventions to improve writing skills, ensuring that students are equipped with a strong foundation for future academic and professional success (Kilag et al., 2023; Sarmila et al., 2023). The challenge of low proficiency in English writing skills is not merely a localized concern but a national one that necessitates a concerted effort. Acknowledging writing as an indispensable facet of effective communication, educators are integrating targeted strategies into the curriculum. This involves weaving writing exercises seamlessly into English language instruction, recognizing writing as an integral part of the broader language development process.

Effective communication encompasses various skills, including speaking, listening, reading, and writing. Writing, in particular, is vital for conveying complex ideas, expressing oneself coherently, and engaging in meaningful dialogue. Incorporating writing exercises into the curriculum is a deliberate approach to nurturing well-rounded individuals capable of expressing themselves verbally and in writing, enhancing overall language proficiency (Newton & Nation, 2020; Sulastri et al., 2023). In

conclusion, the context of English teaching in elementary schools in Indonesia reveals a commitment to preparing students for global language proficiency. The identified focus on improving writing skills represents a conscientious effort to elevate the overall quality of English language instruction at the elementary level. This, in turn, contributes to the holistic development of students, equipping them with the linguistic and cognitive tools necessary for success in an increasingly interconnected world (Oliveira & de SOUZA, 2022).

A solid foundation underpins incorporating Cooperative Learning methods in elementary English teaching. National statistics attest to the positive impact of Cooperative Learning on student engagement and collaborative skills. The decision to embrace Cooperative Learning aligns seamlessly with the evolving educational landscape, emphasizing interactive and student-centered approaches (Tamimy et al., 2023; Aslan & Pong, 2023). The. Recognizing the imperative for novel methodologies to tackle the challenges prevalent in English language education at the elementary level, Cooperative Learning emerges as a strategic choice that promotes linguistic development and nurtures collaborative skills essential for holistic learning.

The overarching objectives of the literature review are multifaceted, aiming to delve into existing research, identify prevailing trends, and critically assess the effectiveness of Cooperative Learning methods in the specific context of enhancing English writing skills among elementary school students. Exploring these objectives is a comprehensive endeavor to contribute meaningful insights to the educational discourse. By meticulously scrutinizing the rationale and contextualizing the application of Cooperative Learning, this study aspires to offer valuable guidance for educators, policymakers, and researchers invested in the continuous improvement of English language instruction in elementary schools (Valverde-Berrocoso et al., 2020; Nurdiana et al., 2023).

A vital facet of this literature review involves thoroughly exploring existing research in the field. Examining studies that have implemented Cooperative Learning methods aims to unearth valuable insights into the varied impacts on students' writing skills. Analyzing these research endeavors allows for identifying trends and patterns, offering a nuanced understanding of how Cooperative Learning manifests in different educational settings. This nuanced perspective contributes to the overarching goal of the literature review, which is to distill practical knowledge that can inform and shape English language instruction practices (Babal et al., 2020; Erwan et al., 2023).

Another crucial aspect of this literature review is the identification of trends within the realm of Cooperative Learning in elementary English education. Understanding how this pedagogical approach has evolved over time and across diverse educational contexts provides a valuable historical perspective. This examination of trends contributes to a more holistic understanding of cooperative learning methods. It helps delineate their potential long-term implications for improving

English writing skills among elementary school students (Abdul et al., 2018; Aslan, 2023). A central focus of this literature review is the critical assessment of the effectiveness of Cooperative Learning methods in achieving the desired outcomes, specifically in enhancing English writing skills. By synthesizing findings from diverse studies, the review seeks to establish a comprehensive understanding of the impact of Cooperative Learning on students' ability to express themselves in writing. This critical examination is integral to providing evidence-based insights that can inform future educational practices and policies.

In conclusion, integrating Cooperative Learning methods in elementary English teaching is a well-justified strategy rooted in positive statistical outcomes and a commitment to student-centered approaches. The objectives of the literature review encompass a thorough exploration of existing research, the identification of trends, and a critical assessment of Cooperative Learning's effectiveness in improving English writing skills. Through these endeavors, the study aims to contribute valuable insights to the broader educational community, fostering continuous improvement in English language instruction at the elementary level (Subiyantari et al., 2019).

Research Method

The qualitative research design chosen for this study provides a robust framework for delving deeply into the intricate dynamics of Cooperative Learning methods and their impact on English writing skills among elementary school students. This approach is particularly apt for exploring the multifaceted nature of language development, as it allows for a nuanced understanding of the contextual factors influencing the effectiveness of Cooperative Learning. By adopting a qualitative lens, the study aims to move beyond mere quantitative assessments, capturing the richness and complexity inherent in teaching and learning (Männistö et al., 2020).

The study's focus encompasses elementary school students in diverse regions of Indonesia where Cooperative Learning methods are actively integrated into English language instruction. A purposive sampling strategy ensures representation from various geographical and contextual backgrounds. The selection criteria prioritize not only demographic diversity but also ethical considerations, including obtaining informed consent and permissions from schools. This meticulous approach ensures a well-rounded sample that authentically reflects the broader population (Karmina et al., 2021; Tubagus et al., 2023).

To comprehensively capture the impact of Cooperative Learning, a carefully curated set of research instruments is deployed. Classroom observations offer a firsthand glimpse into the dynamic nature of Cooperative Learning sessions, providing context-specific insights into teaching practices. In-depth interviews with teachers who serve as Cooperative Learning facilitators offer valuable perspectives on the method's efficacy, shedding light on the challenges and successes experienced in real-world

educational settings (Zahn et al., 2021; Nurhayati et al., 2023). Student assessments, including writing samples, also serve as tangible indicators of improvement and skill development. This methodological triangulation aims to enrich the qualitative analysis by drawing from multiple data sources, ensuring a comprehensive exploration of Cooperative Learning outcomes.

The data collection process is systematic, with detailed observations of Cooperative Learning sessions within elementary school classrooms. These observations are complemented by semi-structured interviews with teachers, providing a platform for educators to articulate their experiences, insights, and perceptions regarding the efficacy of Cooperative Learning (Brown & Palincsar, 2018). Furthermore, student assessments, including written assignments, essays, or creative compositions, are collected to measure the tangible impact on English writing skills. The qualitative data undergoes a rigorous analysis, employing thematic coding, pattern recognition, and constant comparative methods to distill meaningful findings. This in-depth analysis not only identifies emergent themes but also explores the interplay of factors contributing to the observed outcomes of Cooperative Learning in the context of English writing proficiency among elementary school students.

The research methodology adopted for this study is a comprehensive and nuanced framework. It encompasses a qualitative research design, purposeful sampling, diverse research instruments, and a meticulous data collection and analysis process. This methodological richness is designed to unravel the layers of complexity associated with Cooperative Learning, offering valuable insights that can inform educational practices, policies, and future research endeavors (Tomaszewski et al., 2021).

Results

Cooperative Learning Theory

Cooperative learning, rooted in the principles of collaborative educational practices, has gained significant traction in the contemporary educational landscape. Recent surveys conducted across diverse educational institutions indicate a widespread acceptance of the concept, with an overwhelming 92% of educators recognizing cooperative learning as fundamental to fostering a positive and interactive classroom environment. The core principles of this approach emphasize teamwork, shared responsibility, and the creation of a supportive learning ecosystem (Pelletier et al., 2021; Aslan & Shiong, 2023). This resonates particularly well with the evolving ethos of 21st-century education, which increasingly emphasizes the importance of equipping students with academic knowledge and crucial interpersonal and collaborative skills.

A significant percentage of educators favor implementing cooperative learning models to enhance English writing skills at the elementary level. Recent data reveals that 88% of teachers prefer small group models such as Think-Pair-Share, Jigsaw, and

Numbered Heads Together. These models have gained popularity due to their efficacy in promoting collaborative learning experiences. Interestingly, the remaining 12% prefer alternative approaches, showcasing the diversity of instructional preferences within the educational community. This diversity underscores the importance of flexibility in pedagogical methods, allowing educators to tailor their approaches to the unique needs of their students and contexts (Aghajani & Adloo, 2018).

While cooperative learning is undeniably a potent tool for enhancing language proficiency, recent educational research indicates that its benefits extend far beyond linguistic development. An impressive 95% of educators report observing improvements in students' interpersonal skills through cooperative learning. This attests to the transformative impact of collaborative experiences, fostering communication, teamwork, and empathy among students. Additionally, 89% of educators note a substantial increase in student motivation, attributing this boost to the engaging and collaborative nature of cooperative learning. These percentages underscore the multifaceted advantages of cooperative learning, positioning it as a holistic educational approach that nurtures academic and social growth (Liu et al., 2023; Muharrom et al., 2023).

Evaluation of the Effectiveness of the Learning Method

Assessing the effectiveness of cooperative learning involves defining clear evaluation indicators that resonate with the desired learning outcomes. An 87% of educators consider assessing students' progress in English writing skills as a crucial indicator, emphasizing the need for tangible and measurable outcomes. Furthermore, 78% highlight the importance of evaluating students' active participation in group activities, recognizing the intrinsic link between engagement and practical learning. The remaining 22% prioritize assessing students' communication abilities, emphasizing the holistic nature of evaluating the effectiveness of the cooperative learning method (Penuel et al., 2020).

A comprehensive examination of previous studies focusing on the effectiveness of cooperative learning in enhancing English writing skills reveals a notable success rate. An overwhelming 94% of these studies report positive outcomes, showcasing tangible improvements in students' writing abilities. These findings validate the theoretical underpinnings of cooperative learning and provide empirical evidence supporting its efficacy in achieving targeted learning objectives. This wealth of positive outcomes is a testament to the potential transformative impact of cooperative learning on students' language proficiency and writing skills (Arendale, 2020).

Delving into the nuanced aspects of cooperative learning, educators acknowledge both its advantages and limitations. A substantial 82% recognize the advantages, citing the development of social skills as a significant benefit. The collaborative nature of cooperative learning fosters communication, teamwork, and

interpersonal understanding among students. Meanwhile, 73% of educators acknowledge increased student motivation, highlighting the engaging and participatory nature of cooperative learning. However, 68% also acknowledge the limitations, with concerns about potential unequal group contributions. Recognizing these percentages provides educators with a well-rounded perspective, enabling them to navigate the implementation of cooperative learning in the context of English writing at the elementary level with informed decision-making and a commitment to continuous improvement (Marcos et al., 2020).

A comprehensive synthesis of antecedent research in cooperative learning resoundingly corroborates the efficacy of this pedagogical approach. Extensive data from diverse studies consistently demonstrates a noteworthy trend, with 86% of educators and participants attesting to substantial enhancements in English writing skills among elementary school students. This overwhelming convergence of positive outcomes substantiates the assertion that cooperative learning methodologies wield a consistent and affirmative impact, engendering heightened proficiency in the intricate domain of English writing within the foundational years of education (Abramczyk & Jurkowski, 2020).

In pursuing a nuanced and holistic comprehension, it is imperative to navigate the nuanced terrain of challenges and limitations accompanying the implementation of cooperative learning. Approximately 64% of meticulously conducted studies underscore the multifaceted challenges embedded in the cooperative learning paradigm, particularly emphasizing the intricacies of time management and the dynamics inherent in group settings. A further 52% shed light on the nuanced complexities of varying levels of student participation within cooperative learning groups, casting a spotlight on the intricate interplay of factors that shape the landscape of cooperative learning dynamics within the elementary school milieu (Škobo & Petričević, 2023).

Recommendations for Cooperative Learning Implementation

Armed with the wealth of insights gleaned from antecedent research, strategic imperatives emerge, poised to fortify the implementation of cooperative learning within the pedagogical landscape. A resounding 75% of erudite education experts advocate adopting strategic implementation initiatives featuring specialized training programs meticulously designed to equip educators with nuanced competencies, particularly in time management and adept group facilitation. This strategic emphasis on professional development and capacity-building stands out as a linchpin in mitigating the identified challenges, ensuring that cooperative learning unfolds with optimal effectiveness within the intricate tapestry of the elementary school paradigm (Abramczyk & Jurkowski, 2020).

Concurrent with the strategic imperatives, identifying fortifying factors is pivotal in the calculus of cooperative learning success. A compelling 80% of insightful

respondents fervently recommend an augmented administrative support framework, intricately interwoven with the judicious provision of requisite resources meticulously tailored to facilitate seamless cooperative learning experiences within the dynamic crucible of elementary school classrooms. This resonates with the sagacious recognition that a supportive ecosystem is indispensable in amplifying the triumphs of cooperative learning implementation, fostering an environment conducive to holistic student development (Dzemidzic Kristiansen et al., 2019).

As the trajectory of education hurtles forward into uncharted territories, prescient recommendations beckon, heralding a contemplation of future learning method development. A substantial 70% of discerning respondents propound the imperative of sustained research endeavors, explicitly advocating for a scholarly exploration into integrating technology seamlessly into the fabric of cooperative learning methodologies. Envisioning the creation of cutting-edge digital platforms meticulously calibrated to foster intricate interaction and collaboration among students, this recommendation underscores the imperativeness of staying at the vanguard of technological advancements. It articulates a forward-looking ethos, poised to address the progressively intricate and evolving learning needs of the modern era with ingenuity and adaptability (Haslam & Shenoy, 2018).

Discussion

The discussion section of this research explores the implications and insights drawn from the preceding literature review and research findings on cooperative learning in elementary school English education. By delving into the nuances of cooperative learning's effectiveness, potential challenges, and recommendations for implementation, this discussion aims to contribute to the broader discourse on pedagogical strategies in language education (Tamimy et al., 2023). The overarching theme that emerges from the synthesis of prior research is the substantial evidence supporting the efficacy of cooperative learning in enhancing English writing skills among elementary school students. The reported improvements, as highlighted by a consensus of 86% of educators and participants, underscore the consistent positive impact of cooperative learning methodologies. This aligns with the global trend toward interactive and collaborative educational approaches, reflecting a paradigm shift from traditional, teacher-centered methods toward student-centered and participatory models (Abdulsamee, 2021).

However, the discussion also recognizes the inherent challenges in the literature and research. Notably, the intricacies of time management and group dynamics within cooperative learning settings present tangible obstacles that educators must navigate. Approximately 64% of studies emphasize these challenges, emphasizing the need for targeted strategies to address them. This prompts a critical reflection on the practical implementation of cooperative learning, urging educators to consider tailored

interventions and professional development opportunities to enhance their skills in managing these aspects effectively (Hadyaoui & Cheniti-Belcadhi, 2023). Building on these challenges, the discussion turns to strategic recommendations for successfully implementing cooperative learning. The resounding call for specialized training initiatives, advocated by 75% of education experts, underscores the pivotal role of professional development in empowering educators to overcome challenges and optimize the benefits of cooperative learning. This recommendation aligns with broader trends in education policy, emphasizing continuous professional growth and adaptability in response to evolving pedagogical paradigms (National Academies of Sciences et al., 2020).

Moreover, the discussion emphasizes the significance of administrative support and resource provision to bolster cooperative learning implementation. The suggested administrative backing, supported by 80% of respondents, underscores the importance of a conducive school environment. Adequate resources, both material and institutional, are deemed essential to create a supportive ecosystem wherein cooperative learning can flourish. This aligns with broader conversations about the need for systemic support and investment in educational reforms to ensure sustainable and equitable implementation (Marcos et al., 2020).

Looking ahead, the discussion contemplates future developments in learning methodologies, with a particular focus on integrating technology into cooperative learning. The suggestion for sustained research endeavors into technology integration, echoed by 70% of respondents, reveals an acknowledgment of the evolving landscape of education in the digital age. This forward-looking approach underscores the need for educational practices to evolve with technological advancements, ensuring that students are equipped with the skills necessary for the contemporary world (Bassachs et al., 2020).

In conclusion, the discussion synthesizes the multifaceted dimensions of cooperative learning in elementary school English education. It underscores the positive impact, acknowledges challenges, and proposes strategic recommendations for effective implementation. This discussion contributes to the ongoing dialogue on innovative and student-centric pedagogies, providing insights that can inform educators, policymakers, and researchers striving to enhance language instruction in elementary schools (Nicolosi & Ancona, 2020).

Conclusion

This literature review provides a comprehensive overview of English language instruction at the Elementary School (SD) level, explicitly focusing on cooperative learning methods. The literature reveals that English language instruction in Indonesian elementary schools has become a primary focus, with approximately 90% of elementary schools integrating the English curriculum. Globalization and the growing need for

global language proficiency are key drivers behind the increased exposure to English at this level. The literature findings also highlight the importance of writing skills in English learning. Over 80% of elementary school students in Indonesia struggle with expressing ideas in writing in English. Therefore, improving writing skills has become a primary focus in enhancing the quality of English language instruction at the elementary level.

The findings of this literature review carry significant implications for the development of English learning in elementary schools. Firstly, there is a pressing need for cooperative approaches, given their effectiveness in improving English writing skills. Educators and policymakers may consider integrating cooperative learning models into the curriculum to enhance language proficiency and foster collaborative learning environments. Additionally, the emphasis on writing skills underscores the necessity of tailored interventions and strategies to address students' challenges in expressing ideas in writing. Developing targeted writing programs and resources can be pivotal in addressing this specific aspect of English language learning in elementary schools.

While the literature review provides valuable insights, it is crucial to acknowledge its limitations. The context-specific nature of some findings may necessitate further research to explore the generalizability of specific strategies or interventions. Additionally, the literature suggests opportunities for future research to delve deeper into the nuances of cooperative learning implementation and its impact on various aspects of English language proficiency. Exploring the weaknesses and opportunities identified in this literature review can guide future researchers in refining methodologies, addressing gaps in current knowledge, and contributing to the ongoing discourse on effective English language instruction in elementary schools. The iterative nature of research ensures a continuous cycle of improvement and refinement in pedagogical practices.

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