

TEACHER'S ROLES IN IMPLEMENTING COOPERATIVE LEARNING IN TEACHING ENGLISH TO SENIOR HIGH SCHOOL STUDENTS

Olviani Cipta Ningsi Tarinje

Abstract: This research aims to determine roles of teacher in implementing cooperative learning in teaching English. The research takes location at SMAN 3 Poso. This research is qualitative in nature, where the qualitative data are described descriptively. The subject is an English teacher at SMAN 3 Poso, where the data are obtained through observation and in-depth interview. The roles of English teacher at SMAN 3 Poso in implementing Cooperative Learning are described furthermore in this article.

Keywords: *roles of teacher, Cooperative Learning*

Cooperative learning is a systematic learning method that has been designed or compiled by the government. Cooperative learning is educational innovation since this learning emphasizes on active and compact learning in each discussion group. In this learning approach, each student should be able to express his opinion in the group discussion so that learning looks more active than passive.

Cooperative learning is used based on the 2013 curriculum. Based on the preliminary interview, the purpose of cooperative learning media to build active learning but often misused by students because students are usually embarrassed to bring their ideas or opinions to friends' discussion.

The process of education is something of an educational value, in which there is an educational interaction between students and teachers. Teachers as the designers of the learning process play the role of managing the whole process by creating conditions of learning in such a way that each student can learn effectively and efficient. SMAN 3 Poso was chosen as the research site since the this school has applied 2013 curriculum for whole classes, based on the preliminary interview with the English teacher there, and therefore the researcher considered this school was rich with data needed to describe the roles of teacher in implementing cooperative learning as a learning approach in 2013 curriculum.

Teacher

A teacher is the only person who is capable of imparting knowledge and shaping the youths to the wider scope of knowledge. Teachers are capable of living and molding the youths such that their power is paramount as they determine the fate of the society. Both teachers and parents live with the children for a long time and hence they are capable of imparting knowledge, skills and values that cannot be easily challenged by the society. The teacher is the person who can convey the

knowledge it possesses and shape the youth into a vast scope of knowledge.

Teaching English

Teaching is how the teacher is pouring information of a subject matter to the graders in the classroom. Teaching can be divined as giving instruction, knowledge skill, etc. to somebody or make somebody understand or be able to do something. While teaching English is how the teacher is transferring the language and skill to the graders in the classroom. The objective of teaching English as a foreign language is to make the graders who do not understand the English language until the understand it. Teaching also means showing and helping someone to learn how to do something (Brown, 1987).

Cooperative Learning

Cooperative Learning can be defined as group learning activity organize so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Kagan, 1994). Cooperative learning is seen as a process where students work together in groups to "master material initially presented by the teacher, cooperative learning is a group of work activities organically dependent on the exchange of information organized in groups between learners in groups and each student must be responsible for his own learning and motivate other students. Cooperative learning as a process where students work together in groups to be able to mastering the initial material that has been presented. The goal of cooperative learning is for students to help each other succeed academically. Cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members. The goal of cooperative

learning is that students work together to achieve academic success together.

There are five principles and elements that must be included to construct a lesson in cooperative learning model (Bennet, 1995):

1. Positive interdependence. Each student in the same group has a unique contribution to make to the joint effort. Team members depend and rely on one another to achieve the goal. Each group member's effort is required and indispensable for group success.
2. Individual accountability. All students in a group must be accountable for contributing their own share of the work and mastering all of the material to be learned to the group's success.
3. Face-to-face promotive interaction. Although some of the group work may be parcelled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching, helping, supporting, applauding and encouraging one another in order to reach the group's goals.
4. Appropriate use of social, interpersonal, collaborative and small-group skills, students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. Group processing. Team members set group goals, describe what member actions are helpful or not, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative Learning as Educational Innovation

Innovation is a substantial innovation and change in current educational practice in the classroom. Learning must become more social, authentic, adapted to individual motivations and abilities, reflective, and strategic - to name just a few challenges. The purpose of design research is to enable such change, by inspiring, testing and refining innovative practice in the classroom.

The definition of Learning-by-design

Learning-by-design (Holbrook & Kolodner, 2000) is an inquiry-based science learning program with a focus on learning for flexible transfer to new situations. It is based on Case-based Reasoning Theory (Holbrook & Kolodner, 2000). Case-based Reasoning Theory

was originally developed as a method to implement computer programs that can solve problems based on past experiences. Its computational models of encoding, retrieval, and adaptation processes in analogical reasoning also provide insight into human cognition and in particular in the function of prior experiences when solving new problems (Holbrook & Kolodner, 2000). Learning is a science-based learning program with a focus on learning for flexible transfer to new situations.

Teacher Roles

Regarding the role of the teacher in a second language classroom, a teacher can be seen as the center of attention at all times leading each activity, calling on students one-by-one to respond, and talking for nearly the whole class time (whether in the students' native language or the target language) will feel burdened and overwhelmed.

The teacher's roles in implementing cooperative learning in the classroom provides a comprehensive overview of these issues. In many chapters there are clear guidelines and discussion about how cooperative learning practices can be embedded into classroom curricula. This volume also provides an overview of the major research and theoretical perspectives that underpin the development of cooperative learning, outlines how specific small group experiences can promote interaction, thinking and learning, discusses key roles teachers play in promoting student discourse, and demonstrates how interaction style among students and teachers is crucial in facilitating discussion, problem-solving, and learning. The teacher has many roles in the cooperative learning classroom (Johnson & Johnson, 2002). These roles may as follows:

1. Making pre-instructional decisions
 - a) Specifying academic and social skills objectives.
 - b) Deciding on group size.
 - c) Deciding on group composition. Assigning students to groups randomly or select groups. By maximizing the heterogeneity in each group, at the time of group formation, teachers create heterogeneous groups.
 - d) Assigning roles for students. This means structuring student-student interaction by assigning roles such as "reader, recorder, encourager of participation, and checker for understanding".
 - e) Arranging the room. Group members should be 'knee to knee and eye to eye' but arranged so they all can see you at the front of the room. In the application of

cooperative learning, seating should be arranged so that everyone can see each other (e.g. a circular form) and within close proximity so that students can communicate and exchange ideas freely. The distance between groups should not be too close so as not to interfere with the process.

- f) Planning materials. Arranging materials to give a 'sink or swim together' message. Give only paper to the group or give each member part of the material to be learned.
2. Explaining task and cooperative structure
 - a) Explaining the academic task and the objectives of the lessons, the concept and principles students need to know in order to complete the assignment, and the procedures they are to follow.
 - b) Explaining the criteria for success. Students work should be evaluated on a criteria-referenced basis.
 - c) Structuring positive interdependence. Students must believe that they 'sink or swim together'.
 - d) Structuring intergroup cooperation. Having groups check and help other groups. Students will be more willing to study the material during cooperative learning when they know that they will be demonstrating the mastery of the material individually.

Research Method

This research used qualitative research to describe teacher's roles in implementing cooperative learning as educational innovation in teaching English. Therefore, the description focused on the description of teacher's roles and how to implement those roles when applying Cooperative Learning as educational innovation at SMAN 3 Poso Kota. The instruments of data collection in this research were in-depth interview and observation. The data were then analysed using the theory of Johnson & Johnson (1987) about Teacher Roles in Cooperative Learning.

Findings and Discussions

The English teacher at SMAN 3 Poso played various roles in using cooperative learning in teaching English. The results of interview showed that she strongly agreed with the following actions: on these several number

of questions: question no. 1, 2, 4, 5, 6, 7, 10, and 11. Question no. 1 is "I determine group composition"; question no. 2 is "My students are able to complete the task I give within a group"; question no. 4 is "I arrange interaction of students in one group with other groups"; question no. 5 is "My students understand the procedures to be followed in each group"; question no. 6 is "My students are actively working together in one group"; question no. 7 is "My students understand the procedures to be followed in each group"; question no. 10 is "I give assignment after explaining the material"; and; question no. 11 is "I explain the purpose of the task given to y students to make them understand".

Data from interview were also strengthened by the results of observation done by the researcher, showing that the teacher really applied those roles in the classroom, where she made sure that each student in the same group had to contribute to the task for group success, and team members depended on and relied on one another to achieve the goal, by specifying the task given to each member in a group.

All of these actions show that the roles of teacher are the descriptions of these following roles: (1) specifying academic and social skill objectives, (2) deciding on group size, (3) deciding on group composition, (4) assigning roles, (5) arranging the room, (6) planning material, (7) explaining the academic task and objectives, (8) explaining the criteria for success, (9) structuring positive interdependence, and (10) structuring intergroup cooperation.

Conclusion and Suggestions

Based on the discussion that precedes, the researcher concluded that the roles of English teacher at SMAN 3 Poso in implementing cooperative learning in teaching English were consistent with the theory of ten roles in implementing Cooperative Learning by Johnson & Johnson (1987). Regarding this, there are three suggestions made: for the teachers, role of instructor must be strengthened in order to achieve learning purpose. As for the future researchers, it is suggested to continue this research on the effectiveness of teacher's roles in implementing Cooperative Learning to students' learning achievement.

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About the Author

Olviani Cipta Ningsi Tarinje is a lecturer of Learner Development and Introduction to Education at Universitas Sintuwu Maroso, Poso. Her research interests are in Learning Development of Young Learners and Methods of Teaching Young Learners. She can be contacted at ovie_tarinje@yahoo.co.id.