

## PENINGKATAN PENGGUNAAN METODE PEMBELAJARAN KOOPERATIF UNTUK MENINGKATKAN MINAT SISWA DALAM MENYELESAIKAN TUGAS BAHASA INGGRIS DI SMPN 5 CIBITUNG

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### Abstrak

Penelitian ini bertujuan untuk mengetahui peningkatan metode pembelajaran kooperatif dalam meningkatkan minat siswa dalam memahami tugas Bahasa Inggris di SMPN 5 Cibitung. Penelitian ini merupakan penelitian kelompok yang menggunakan pretest dan post test. Penelitian ini juga menggunakan pendekatan wawancara dan observasi untuk mendapatkan data yang mendalam tentang pembelajaran siswa dan dalam menggunakan metode pembelajaran kooperatif. Hasilnya 15 siswa dari total 30 siswa (50%) memiliki nilai di bawah kriteria ketuntasan minimal (KKM). Setelah mengikuti pembelajaran metode kooperatif, jumlah siswa di bawah KKM menurun menjadi hanya 3 siswa (10%). Penelitian ini juga mengidentifikasi beberapa faktor yang mempengaruhi peningkatan metode pembelajaran kooperatif, seperti peran guru dan dinamika kelompok. Hasil penelitian ini bahwa metode pembelajaran kooperatif dapat meningkatkan minat siswa dalam menyelesaikan tugas Bahasa Inggris.

**Kata kunci:** Kooperatif, Siswa, Minat

## ENCHANCING OF USING COOPERATIVE LEARNING METHOD TO INCREASE STUDENTS' INTEREST IN COMPLETING ENGLISH ASSIGNMENTS AT SMPN 5 CIBITUNG

### Abstract

*This study aims to determine the enchancing of cooperative learning methods in increasing students' interest in understanding English tasks in SMPN 5 Cibitung. This study is a group study that uses pretest and post test this study also uses interview and observation approach to obtain in-depth data on student learning and in using cooperative learning methods. The results 15 students out of a total of 30 students (50%) had scores below the minimum completeness criteria (KKM). after following the cooperative method of learning, the number of students under the KKM decreased to only 3 students (10%). The research also identifies several factors that influence the enchancing of cooperative learning methods, such as the role of the teacher and group dynamics. The results of this study that cooperative learning methods can increase students' interest in completing English assignments.*

**Keywords:** Cooperative, Students, Interest

## INTRODUCTION

Interest in learning is one of the most important factors in a person's ability to master a foreign language, such as English. Someone with low interest will definitely have difficulty mastering it. Based on the results of the English proficiency test conducted by EF EPI in 2023, Indonesia ranked 79th out of 113 countries with a score of 473, and in 2024, Indonesia ranked 80th with a score of 468 out of 116 countries. From the test results, autor concluded that Indonesia still ranks low in English proficiency. So, English proficiency is determined by a person's school years, whether or not they mastered the subject. Students' interest in Learning is still low. Many factors lead to low student interest, such as less interactive learning methods, lack of opportunities to actively participate, and lack of motivation. Cooperative learning can be one of the solutions to increase student interest. Cooperative learning is essentially a learning by emphasizing the principles of group work.

The focus of cooperative learning is to make students able to work in groups according to the tasks of each group member so that students have responsibility in the learning



process so that all group members are able to master the subject matter that is being studied well. Cooperative learning consists of two words, namely Cooperative and Learning. Cooperative means Cooperation and Learning means Study or Learning. So, Cooperative Learning is learning through joint activities, which is a learning model with a learning community form that forms a learning community or learning group.

During the cooperation process, of course, there will be discussions, exchanges of ideas/thoughts, from individuals or groups who are good at teaching who are weak, from individuals or groups who do not know to do. Cooperative learning is a shared attitude or behaviour in working or helping each other in a cooperative structure consisting of two or more people where the success of work is greatly influenced by the involvement of each member of the group itself. Cooperative learning can also be interpreted as a structure of joint tasks in an atmosphere of togetherness among fellow group members. So the learning model also has another function in developing various aspects of students' abilities during the learning process in the classroom.

Then when the author carried out field practice in September until Desember 2024, the author conducted an interview with the teacher at SMPN 5 Cibitung, based on the interview the author found that students' interest in completing learning assignments in class was relatively low, when the material had been explained and then students were asked to do assignment exercises to deepen the material, the author noticed that not all students participated in collecting the assignments. The author observes that there are several reasons including some who feel not confident to do the assignments, some do not understand and then do not want to make mistakes on the task and finally choose not to do it, they are embarrassed to do the task because they feel that they do not master it, so they lose interest and interest in completing the task.

The author also believes that the better the students' interest in learning, the more the learning goals that have been planned by the teacher in the classroom will be achieved. Based on the background of the above problem, the author is interested in researching more deeply about the Cooperative Learning method to increase students' interest in completing English assignments.

Based on the above research background, the formulation of some of the problems that can be identified is as follows: How to improvement students ' interest in learning English? How to improvement student's interest in learning after the application of cooperative learning methods TGT model?

## RESEARCH METHOD

Action research is the method used for this study. According to Slameto (2016), action research aims at continuous improvement through a systematic cycle of action and reflection. Action research has several characteristics that distinguish it from other types of research. Research is an action of creating and producing knowledge based on questions asked in a specific and often practical context. As articulated earlier, the purpose of action research is to learn through actions that lead to personal or professional development.

Kemmis and McTaggart in Rafi'udin (2006:8) explain that action research can be understood as a spiral cycle consisting of planning, implementation of actions, observation, and reflection, which may then continue into subsequent cycles. In practice, researchers often already have a set of action plans based on prior experience, allowing them to immediately begin with the action phase. This process then unfolds in a recurring pattern that involves continuous planning, acting, observing, and reflecting.

In the stage of initial reflection, the researcher collaborated with the English teacher to identify obstacles encountered during the learning process. Based on the information obtained, the researcher formulated and designed the subsequent steps to address the identified issues. The planning stage was carried out based on the results of this reflection, outlining the actions required to improve, enhance, or change certain behaviors and attitudes as potential solutions. In this regard, the researcher worked closely with an English teacher at SMPN 5 Cibitung to prepare the interventions to be implemented.



The observation stage involved closely monitoring classroom activities alongside the English teacher, including documenting student reactions through notes and photographs. The action stage was then carried out using systematically designed methods, in which the researcher applied specific planned interventions over an agreed period of time. Finally, the reflection stage was conducted to analyze, evaluate, and report the outcomes of the implemented actions. This reflection aimed to achieve a clearer understanding of what had taken place and to determine the effectiveness of the interventions. If the actions proved to be effective, the researcher and the teacher would repeat the cycle in order to further strengthen the improvements.

## **RESULT AND DISCUSSION**

### **The Result of Interview**

The results of interviews with teachers show that the application of cooperative learning methods TGT model (Teams Games Tournaments) has a significant positive impact on the interest in learning and academic results of students. Before being introduced to this method, students tend to have less interest in the learning process and their academic results are unsatisfactory. However, after the cooperative learning method of the TGT model was applied, students' interest in learning increased significantly. They become more enthusiastic and involved in the learning process.

In addition, the academic results of the students also showed a significant improvement. Their grades improved gradually and overall, their academic results became better compared to before the application of the cooperative learning method of the TGT model. The teacher also stated that this method helps to improve cooperation and communication between students, thereby creating a more conducive and effective learning environment.

Thus, it can be concluded that the application of the cooperative learning method of the TGT model can significantly improve students' learning interests and academic results. This method can be an alternative for teachers to improve the quality of learning and achieve better learning goals.

### **Pre-Cycle**

Several tasks were completed in this step to identify problems in the field. The first task was to observe the English teaching and learning procedures at SMPN 5 Cibitung 9.4. Class teachers were interviewed to gather information about the English teaching and learning process, including shortcomings and recommendations. A preliminary test was the final step, supporting the findings of the general problem statement.

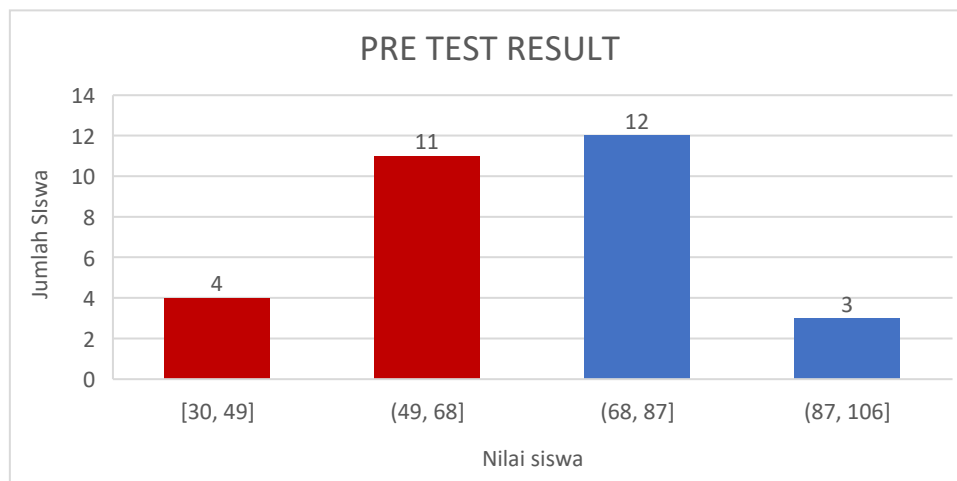
Based on initial observations conducted in one class at SMPN 5 Cibitung, several issues related to student interest in completing English assignments were identified. During the observed learning process, it was apparent that most students displayed a passive attitude and lacked enthusiasm for learning activities. This was reflected in their minimal participation in class discussions and their low engagement when given assignments, both individual and group.

Furthermore, many students failed to complete their English assignments on time, and some even failed to submit them at all. When researches asked the reason, some students admitted to having difficulty understanding the material and lacking motivation to complete assignments because they found learning English boring and difficult. An unsupportive learning environment and monotonous teaching methods were among the contributing factors.

The lack of interactive and collaborative methods was also a concern. Observations revealed that learning activities involving cooperation among students were rare. Junior high school students desperately need spaces for interaction, discussion, and social learning to be more motivated. This situation indicates that learning remains teacher-centered and does not encourage students to actively participate in the learning process.



From these issues, it can be concluded that student interest in completing English assignments is still low, caused by several factors, including a lack of variety in learning methods, limited interaction between students, and low student motivation and responsibility for assigned tasks. To solve this problem the author using Cooperative learning Method to Increase Student's Interest in Learning.



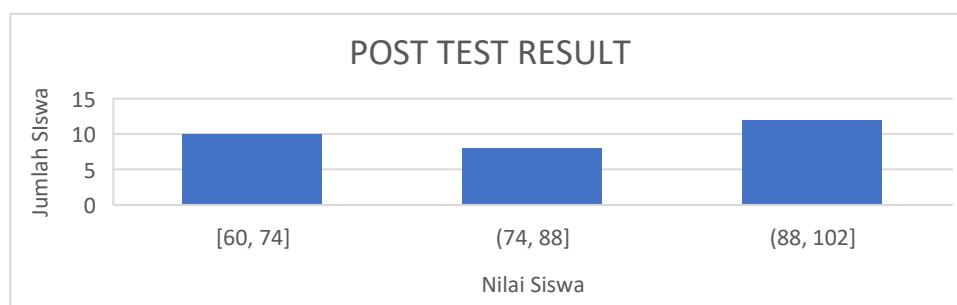
**Figure 1.** The result of students below KKM and Failing KKM

At this point, the researcher created a lesson. The entire lesson plan is in the appendix. Along with tools like attendance records and pretests, the researcher also created the materials needed for the learning process. To find out if students' performance increased from the first test to the final test following cycle 1, the researcher also created a test for the first cycle. After everything was prepared, the researcher used the created tools and lesson plans in the following phase.

### Acting

Two meetings were held to carry out the first cycle's actions. Topics covered included final tests on the third meeting, right response monologues, and expressions or dialogs that incorporated questions and replies. The English teacher watched as the assignments were completed and occasionally snapped photos to document the learning process. Data was gathered throughout cycle I through interviews and post-tests.

Based on post-test data from 30 students in grade 9.4, The majority of students were able to obtain scores above the Minimum Completion Criteria (KKM) after completing assignments using the cooperative learning method. The highest post-test score was 100 and the lowest was 60. After analyzing and obtaining post-test data, it can be concluded that grade 9.4 students experienced an increase in completing assignments after using the cooperative learning method.



**Figure 2.** The result of students where their point increase

### Observing

When the learning activity begins, students are seen sitting in teams that have been formed before. The teacher gives an explanation of the learning objectives and rules in the game TGT. During the learning process, students look enthusiastic and involved in learning activities. They work well together in a team to complete assigned tasks. Students are also seen more active in the learning process, they are more daring to share their opinions and ideas. Teachers are seen going around the classroom to monitor students' progress and provide feedback to them. Teachers are also seen providing motivation and support to students in need. When the TGT game started, the students looked very enthusiastic and excited. They work well together in a team to achieve the goals of the game. Students also appear more confident in doing the tasks given. After the game is over, the teacher asks the students to reflect on what they have learned. Students are seen to be able to reflect well and provide relevant examples.

### Reflecting

At this stage the researcher evaluated the results of the cycle. Based on the test results as the main data, From the test showed that the results of the Pre-test assessment score there were 15 students in grade 9.4 who had scores below the minimum completeness criteria (KKM) before working on assignments with the cooperative learning method while 15 students had scores above the minimum completeness criteria (KKM). While in the post-test, only 3 students had scores below the KKM with all students experiencing an increase in scores after working on assignments with the cooperative learning method. Based on interviews with teachers, there was also an increase in students' ability to complete English assignments. Based on the above results the researcher concluded that this research was successful.

### Discussion

Based on the assessment results obtained from the pre-test and post-test in grade 9.4, there was a significant change in students' academic assessment after the application of cooperative learning methods, especially the team game tournament (TGT) model. evidenced from before the application of the TGT method, 15 students out of a total of 30 students (50%) had scores below the minimum completeness criteria (KKM). However, after following the cooperative method of learning, the number of students under the KKM decreased dramatically to only 3 students (10%). This shows that the TGT method successfully improves students' overall understanding and academic performance.

Students are given 30 minutes to complete 10 exam questions. In this relatively short period of time, a significant improvement in learning outcomes shows that students can be more focused and efficient in completing tasks when they feel supported by interactive learning methods. It also reflects that students are more prepared and confident in facing the exam after taking part in learning with the TGT method.

Cooperative learning such as TGT creates a more positive and inclusive learning environment. Students feel more comfortable participating and expressing their opinions, which in turn can increase their self-confidence. This supportive environment contributes to better learning outcomes.

Thus, it can be concluded that the TGT method is effective in improving students' overall understanding and academic achievement. The results showed that the application of cooperative learning methods TGT has a significant positive impact on improving student learning outcomes in grade 9.4. The decrease in the number of students who were under the KKM and the increase the score showed that this method was effective in improving students' understanding of the subject matter. Therefore, it is recommended that this cooperative learning method be applied more widely in the classroom learning process to achieve better results.





## CONCLUSION

Based on the findings in Chapter IV, it shows that the ability to complete English assignments of class 9.4 students of SMPN 5 Cibitung can be improved by Cooperative Learning method. This can be seen from the increasing pre-test and post-test scores. This improvement was also supported by teachers through interviews with English teachers in class 9.4. SMPN 5 Cibitung who stated that the cooperative learning method made it easier for students to complete assignments and get better results.

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