

Applicability of Cooperative Learning Techniques in Different Classroom Contexts

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Abstract

This paper is based on the results of pre-test post-test, feedback questionnaire and observation during a community service program entitled “Training on English Teaching using Cooperative Learning Techniques for Elementary and Junior High School Teachers of Sekolah Alam Arridho Semarang”. It was an English teaching training program intended to equip the teachers with the knowledge and skills of using the different cooperative learning techniques such as *jigsaw*, *think-pair-share*, *three-step interview*, *roundrobin braistorming*, *three-minute review*, *numbered heads together*, *team-pair-solo*, *circle the sage*, dan *partners*. This program was participated by 8 teachers of different subjects (not only English), but most of them had good mastery of English. The objectives of this program was to improve teachers’ skills in using the different cooperative learning techniques to vary their teaching, so that students would be more motivated to learn and improve their English skill. Besides, the training also gave the teachers the knowledge and skills to adjust their techniques with the basic competence and learning objectives to be achieved as well as with the teaching materials to be used. This was also done through workshops using cooperative learning techniques, so that the participants had real experiences of using cooperative learning techniques (learning by doing). The participants were also encouraged to explore the applicability of the techniques in their classroom contexts, in different areas of their teaching. This community service program showed very positive results. The pre-test and post-test results showed that before the training program all the participants did not know the nine cooperative techniques to be trained, but after the program they mastered the techniques as shown from the teaching-learning scenarios they developed following the test instructions. In addition, the anonymous questionnaires showed that all the participants perceived that they gained a lot from the program, and all admitted that they were motivated to use the techniques in their real classrooms. The usefulness of this training program was also reflected from their expectations, as stated in their answers in the questionnaires, expecting that other teachers of other schools should also benefit from this kind of program.

Keywords: applicability, cooperative learning techniques