Pendekar :Jurnal Pendidikan Berkarakter
Vol. 1 No. 4 Agustus 2023
e-ISSN : 2988-1129dan p-ISSN : 2988-0661, Hal 255-265
DOI: https://doi.org/10.51903/pendekar.v1i4.337

Effects of Using Online Learning and Cooperative Learning Techniques At Senior High School: Comprehension Of EFL

Nurul Hidayati
Universitas Hamzanwadi

Emiliana
Universitas Hamzanwadi

Nurul Aini
Universitas Hamzanwadi

Selamet Riadi Jaelani
Universitas Hamzanwadi

Alamat: JL. Cut Nyak Dien No. 85
Korespodensi penulis: nurulhidayatiahmed@gmail.com

Abstract. *Cooperative learning and online learning are two different approaches to education that have their advantages and disadvantages. The goal of the study to was find out the effects of using online learning and cooperative learning techniques at Senior High school in MUALLIMAT NWDI Pancor comprehension of EFL. The participants of this study were 31 students at MUALLIMAT NWDI PANCOR. To find out the effects of using online learning and cooperative learning faced by the data gained from observation and questioner were analyzed by using thematic analysis. The finding informs that there were three effects of using online learning and three effects of using cooperative learning at Senior High school. In online learning: 1) improve student's problem-solving ability 2) improve student's interaction on their learning 3) improve students' strategies and assessment. In cooperative learning: 1) more comfortable 2) improve communications skills 3) promote social interaction. This study was qualitative research with a case study.*

Keywords: *Online Learning, Cooperative Learning Techniques, Comprehension Of EFL, Senior High School*

Abstrak. Pembelajaran kooperatif dan pembelajaran online adalah dua pendekatan berbeda untuk pendidikan yang memiliki kelebihan dan kekurangan. Tujuan dari penelitian ini adalah untuk mengetahui pengaruh penggunaan pembelajaran online dan teknik pembelajaran kooperatif di SMA MUALLIMAT NWDI Pancor pemahaman EFL. Partisipan penelitian ini adalah 31 siswa di MUALLIMAT NWDI PANCOR. Untuk mengetahui pengaruh penggunaan pembelajaran online dan pembelajaran kooperatif yang dihadapi data yang diperoleh dari observasi dan angket dianalisis dengan menggunakan analisis tematik. Temuan ini menginformasikan bahwa ada tiga efek penggunaan pembelajaran online dan tiga efek penggunaan pembelajaran kooperatif di SMA. Dalam pembelajaran daring: 1) meningkatkan kemampuan pemecahan masalah siswa 2) meningkatkan interaksi siswa dalam pembelajarannya 3) meningkatkan strategi dan penilaian siswa. Dalam pembelajaran kooperatif: 1) lebih nyaman 2) meningkatkan keterampilan komunikasi 3) mendorong interaksi sosial. Penelitian ini merupakan penelitian kualitatif dengan studi kasus.

Kata Kunci: Pembelajaran Online, Teknik Pembelajaran Kooperatif, Pemahaman EFL, Sekolah Menengah Atas

Received Mei 30, 2023; Revised Juni 12, 2023; Accepted juli 19, 2023
* Nurul Hidayati, nurulhidayatiahmed@gmail.com

INTRODUCTION

English is spoken by nearly half of the world's population. English is an important language to learn because it is an international language. Meanwhile, according to Kasihani (2001: 43), English is the first foreign language that is seen as crucial for accessing information, absorbing and increasing science, technology, arts and culture, and coaching relationships with other nations.

According to Kridalaksana (2001: 21) of the Linguistics Dictionary, a foreign language is mastered by linguists, usually through formal education, but is not recognized as its language sociocultural. English is one of the world's oldest languages, originating in the British plains about the 8th century. In addition to being the world's oldest language, English has an extremely rapid vocabulary development. English is known as an international language or lingua franca, or the language used for global communication. In reality, it is believed that English is spoken by half of the world's population, or up to two billion people. Meanwhile, the goal of English instruction is for students to be able to communicate in English vocally and in writing fluently and in context (Depdiknas, 2003: 15). Listening, reading, speaking, and writing are all aspects of students' English proficiency.

English Proficiency Use more than just traditional learning methods or lecture methods while teaching. Traditional approaches make it difficult to learn English smoothly. This lecture approach also has a detrimental influence on students because what they hear is not related to the speed with which the teacher speaks, resulting in easily forgotten knowledge. Students that listen continuously tend to become bored and drowsy soon due to a lack of concentration. As a result, the teacher must establish a more favorable and non-boring environment. The teacher must use a way other than the traditional lecture style to establish a congenial and successful environment in the classroom.

Online learning is a teaching and learning process that utilizes the internet and digital media in delivering material. According to Dabbagh and Ritland (2005) "Online learning is an open and dispersed learning system using pedagogical tools (educational tools), made possible via the internet and network-based technologies to facilitate the formation of learning processes and knowledge through meaningful action and interaction". Meanwhile, according to William (1990), online learning can be formulated as "a large collection of computers in a network tied together so that many users can share their vast resources" (Williams, 1999). Online learning is very closely

related and very close to today's students because it will increase their curiosity about technology. Today's students are also suitable for using online learning technology because it is already familiar to them. Online learning can also reduce the lecture method which does not only focus on the teacher but here students who are more active in surfing using technology and can take advantage of other media than technology which makes students not easily bored and sleepy. Therefore, it is highly recommended to use the cooperative learning method for the effectiveness of teaching English.

Meanwhile, cooperative learning is an educational approach that aims to organize classroom activities into academic and social learning experiences. It involves students working together in small groups to achieve a common goal, with each group member contributing their unique skills and knowledge. In this cooperative learning students will be required to work together so that not only one person is active in the class. This cooperative learning will also create an effective and active classroom atmosphere. Thus reducing the monotony in the class and reducing conventional methods or lectures. According to Johnson in B.Santoso "Cooperative Learning is teaching and learning activities in small groups, students learn and work together to arrive at optimal learning experiences, both individual and group experiences". Meanwhile, Nurhadi defines "cooperative learning as conscious and intentionally developing misguided interactions to avoid offense and misunderstandings that can cause problems. According to the understanding and opinion of the experts above, it can be concluded that online learning and cooperative learning can lead to the effectiveness and activeness of students in the classroom.

LITERATUR REVIEW

There are several definitions of cooperative learning and online learning. According to Rusman (2011: 202), cooperative learning is a form of learning using students learn and working in small groups collaboratively whose members consist of four to six people with heterogeneous group structures. Furthermore, cooperative learning is one of the good methods of teaching. According to Huda (2015:32), cooperative learning refers to learning methods where students work together in groups small and help each other in learning. Another opinion submitted by Syaifuraman & Ujiati (2013:75) cooperative learning is an activity of learning in groups to work together to help each other construct concepts, solve problems, or inquire. Cooperative learning is an instructional strategy in education that involves organizing students into small groups to work

together on a specific task or project. In this approach, students collaborate and actively participate in their learning process, aiming to achieve common goals and complete shared objectives. The goal of cooperative learning is to enhance the learning experience by fostering positive interdependence, individual accountability, interpersonal skills, and group processing. Meanwhile, online learning According to William (1990) Online learning can be formulated as "a large collection of computers in networks that are tied together so that many users can share their vast resources". Online learning is a system that provides facilities for learning anytime and anywhere as long as you can access the system. Without being limited by distance, space, and time. The material has been provided in the system. Materials can be provided in verbal, visual, audio, and motion forms.

METHODOLOGY

A thematic analysis technique will be used to assess the data acquired from the observation and questionnaire. Using online learning and cooperative learning approaches, thematic analysis entails recognizing patterns and themes in data and analyzing them to gain deeper knowledge. This case study used qualitative research at MA Mualimat NWDI Pancor senior high school in the academic year 2022/2023, which was chosen by thematic analysis. There are currently 31 students.

A thematic analysis technique will be used to assess the data gained from the observation and questionnaire. Using online learning and cooperative learning approaches, thematic analysis involves identifying patterns and themes in data and evaluating them to obtain a deeper understanding.

The data from observations were applied to investigate the research question about the effects of employing online learning and cooperative learning at MA Muallimat NWDI Pancor Senior High School. Some kids' difficulties, interactions with other classmates, communication skills, and social interaction were all observed. The observation checklist proved beneficial in observing the effects of online learning and cooperative learning strategies. The data was also gathered by the questionnaire. We utilized both general and particular questions to quiz the participants. The effect of employing online learning and cooperative learning strategies was investigated using general questions. Aside from that, particular questions were utilized to answer some questions about student difficulties, interaction with students, communication abilities, and social interaction.

In analyzing the data we used thematic analysis to analyze the observations and questioner data to answer the problem research. Thematic analysis is one way to analyze data to identify patterns or find themes through data that has been collected by researchers (Braun & Clarke, 2006). This method is a very effective method when conducting research intend to explore in detail the qualitative data they have to find the interrelationship of patterns in a phenomenon and explains the extent to which a phenomenon occurs through the eyes of researchers (Fereday & Muir-Cochrane, 2006). Even Holoway & Todres (2003) said that this thematic analysis is the basis or foundation for the sake of analysis in qualitative research.

No		
	IMPROVE STUDENT PROBLEM-SOLVING ABILITY	- Teach problem-solving skills in the context - Encourage independence - Use high cognitive demand tasks
2.	IMPROVE STUDENTS INTERACTIONS WITH THEIR LEARNING	- Active Learning - Student Choice - Autonomy and Collaboration
3.	IMPROVE STUDENT'S STRATEGIES AND ASSESSMENTS.	- Assessment for Learning - Formative Assessment - Learning Targets
4.	COOPERATIVE LEARNING MORE COMFORTABLE	- Comfortable learning environment - Improved learning outcomes - Teamwork
5.	COOPERATIVE LEARNING IMPROVES COMMUNICATION SKILLS	- Increasing interaction between teachers and students - Improve speaking skills - Improve listening skills - Improve problem-solving skills
6.	COOPERATIVE LEARNING PROMOTE INTERACTION SOCIAL	- Development of cooperative behavior - Development of social skills - Character building

FINDINGS

1. Improve Student Problem-Solving Ability

Improving students' problem-solving abilities is an essential part of their growth. Here are some ways for helping kids enhance their problem-solving abilities. Teach problem-solving abilities in the context of their application. In explanations, examples, and assessments, use real-life challenges. Problem-solving should not be taught as a separate, abstract talent. Encourage independence. Instead of just providing students with the answer, model the problem-solving process. Consider how a newbie could struggle with the concepts as you go through the challenge, and make your thoughts apparent. Allow students to solve difficulties on their own. Ask guiding questions or make useful recommendations, but offer only limited support and only when necessary to overcome hurdles. Use tasks with a high cognitive strain.

Giving students assignments they have never seen before and challenging them to make sense of a question puts students at the heart of the problem-solving process.

2. Improve Student Interaction with Their Learning

Active Learning is an instructional approach in which students actively participate in the learning process, as opposed to sitting quietly and listening. Strategies include but are not limited to, question-and-answer sessions, discussions, interactive lectures, quick writing assignments, hands-on activities, and experiential learning

Student Selection allowing students to make choices about their learning can boost their engagement and drive. Teachers can design interesting, open-ended assignments that target real-world skills, match learning objectives, allow students to make choices, and then assess and reflect on their progress.

Autonomy and cooperation, giving students more power and choice will lead to more engagement and interaction. Instead of telling students exactly what to do for a project, teachers might consider providing them with recommendations and examples. Teachers can also provide students with the opportunity to become subject matter experts and teach their classmates. These types of exercises, sometimes known as "jigsaw activities," encourage student involvement while also building confidence.

3. Improve Student Strategies And Assessments.

Improving students' methods and assessments involves employing effective methods and strategies to improve their learning experience.

Learning Assessment Implement a method of self-directed, student-centered, and collaborative inquiry that focuses on critical thinking skill development through problem-solving activities. This method assists students in developing conceptual comprehension while also strengthening the learning process.

Formative Evaluation Use formative exams to check for understanding and provide feedback and support to students. These assessments can serve as brief "pulse checks" to judge student understanding and suggest areas for development. Entry and exit slips, brief questions, and asking students to convey a topic to someone else are some examples. Learning Objectives, Create precise learning objectives and assist students in achieving them. Individual questions can be linked to categories or learning outcomes to provide performance data that allows instructors to evaluate the needs of individual students and target areas for improvement.

4. Cooperative Learning More Comfortable

Comfortable learning environment: Cooperative learning can help students develop a comfortable learning environment.

Cooperative learning can increase learning outcomes in terms of academic accomplishment as well as non-academic factors such as psychological, emotional, and psychomotor aspects.

Teamwork: Cooperative learning has the potential to increase teamwork abilities, which are essential in the workplace.

Students can learn to collaborate, communicate effectively, and respect one another's perspectives.

Overall, cooperative learning may be a more comfortable and productive way for students to learn.

5. Cooperative Learning Improves Communication Skills

Increase interaction between instructors and students: Cooperative learning has the potential to increase interaction between teachers and students, making it easier for students to communicate with teachers.

Develop students' public speaking skills: Cooperative learning can help students develop their public speaking skills.

Improve listening skills: Cooperative learning can help students improve their listening abilities, allowing them to better grasp what others are saying.

Improving problem-solving abilities: Cooperative learning can help students develop their problem-solving skills, allowing them to communicate more efficiently in problem-solving situations.

6. Cooperative Learning Promote Interaction Social

Cooperative learning aids in the development of cooperative conduct and develops stronger relationships among students.

Students learn from their classmates and get a better understanding of the subject matter by working in groups.

Social skill development: Cooperative learning involves group contact, which aids in the development of social skills. Students learn how to successfully communicate, interact, and work as a team. This can lead to higher social competency and improved student interactions.

Character development: Cooperative learning can help shape students' morals, performance, relationships, and other characteristics. Students learn basic skills such as teamwork, empathy, and responsibility through participating in cooperative activities.

RESULTS AND DISCUSSIONS

Online learning and cooperative learning strategies can have a major impact on senior high school students' comprehension of English as a Foreign Language (EFL). Both strategies have advantages and disadvantages that can affect language learning outcomes. Let us investigate the consequences of each strategy and how they can complement one another.

1. Online Learning:

a. Flexibility and Accessibility: Online learning allows students to access EFL materials and resources anytime and anywhere, providing flexibility for students with different learning paces and schedules. This accessibility can enhance comprehension as students can revisit lessons and practice language skills at their own pace.

b. Interactive Multimedia Content: Engaging multimedia content, such as interactive exercises, videos, and gamified learning, can make the language learning process more enjoyable and effective. These resources can aid in understanding complex grammar rules, vocabulary, and pronunciation.

c. Personalized Learning: Online platforms often utilize adaptive learning technologies, tailoring content and exercises based on individual strengths and weaknesses. This personalized approach can help students focus on their specific comprehension challenges and improve their language skills accordingly.

d. Virtual Language Practice: Online learning platforms often offer virtual language practice with native speakers or language exchange partners. Engaging in real-life conversations can boost speaking and listening skills, leading to better overall comprehension.

2. Cooperative Learning Techniques:

a. Collaborative Environment: Cooperative learning encourages active participation and engagement among students. Working in groups, they can discuss, debate, and solve problems together, fostering a supportive language-rich environment.

b. Diverse Perspectives: By working with peers, students are exposed to diverse perspectives and language styles, helping them adapt to various accents and communication patterns.

c. Building Communication Skills: Cooperative learning promotes communication and negotiation skills. Students have the opportunity to practice using the language in meaningful contexts, which can enhance comprehension and fluency.

d. Cultural Awareness: Interacting with peers from different cultural backgrounds in a cooperative learning setting can lead to increased cultural awareness and sensitivity, enriching the language learning experience.

However, online learning also presents challenges, such as potential feelings of isolation, lack of immediate feedback from teachers, and the need for self-discipline and motivation to stay on track with the coursework.

3. Combining Online and Collaborative Learning:

The combination of both of these strategies can be especially effective in improving EFL comprehension. Cooperative learning can provide authentic communicative encounters, cultural immersion, and collaborative problem-solving, while online platforms can provide core language knowledge, self-paced practice, and virtual language exchange chances.

In addition, educators should think about employing a blended learning strategy, in which online resources are combined with in-class cooperative activities. This enables teachers to find a balance between individualized education and group engagement, addressing their different needs while developing social and emotional growth.

CONCLUSION

In conclusion, it shows that when the two methods are applied effectively and complement each other, the influence of online learning strategies and cooperative learning applied at the high school level on EFL understanding is quite beneficial. Educators can build a dynamic and supportive language learning environment that supports holistic language development and empowers students to become proficient users of English by combining the benefits of both methods.

REFERENCES

Dumford, A. D., & Miller, A. L. (2018). Online learning in higher education: exploring advantages and disadvantages for engagement. *Journal of computing in higher education*, *30*, 452-465.

Byram, M., & Wagner, M. (2018). Making a difference: Language teaching for intercultural and international dialogue. *Foreign Language Annals*, *51*(1), 140-151.

Lochmiller, C. R. (2021). Conducting thematic analysis with qualitative data. *The Qualitative Report*, *26*(6), 2029-2044.

Guo, Q., Wang, X., Wu, Y., Yu, Z., Liang, D., Hu, X., & Luo, P. (2020). Online knowledge distillation via collaborative learning. In *Proceedings of the IEEE/CVF Conference on Computer Vision and Pattern Recognition* (pp. 11020-11029).

Alias, N. S., Hussin, H., Hassan, J., Adnan, N. S. M., Othman, M. H., & Hussin, K. (2018). Perception of the teacher on cooperative learning. In *MATEC Web of Conferences* (Vol. 150, p. 05068). EDP Sciences.

Ehsan, N., Vida, S., & Mehdi, N. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. *Journal of language and education*, *5*(3 (19)), 83-101.

Hortigüela Alcalá, D., Hernando Garijo, A., Pérez-Pueyo, Á., & Fernández-Río, J. (2019). Cooperative learning and students' motivation, social interactions and attitudes: Perspectives from two different educational stages. *Sustainability*, *11*(24), 7005.

Devianty, R. (2018). The role of mother language on Indonesian enlightenment. *Vision: Journal of language, literature &education. Program studi pendidikan bahasa inggris UIN Sumatera Utara*, *14*(14).

WIDYANI, G. P. (2019). *IMPLEMENTATION OF COOPERATIVE LEARNING MODEL TYPE STUDENT TEAM ACHIEVEMENT DIVISION (STAD) TO IMPROVE ACCOUNTING LEARNING ACTIVITIES OF CLASS XII SOCIAL 1 SMA N 1 WONOSARI ACADEMIC YEAR 2018/2019 UNDERGRADUATE THESIS* (Doctoral dissertation, YOGYAKARTA STATE UNIVERSITY).