CREATING STUDENTS STUDY GROUP USING COOPERATIVE LEARNING METHOD TO IMPROVE THE STUDENTS VOCABULARY LEARNING

A. Putri Meylani [1], Hasnawati Latief [2], Ratu Yulianti Natsir

[1,2,3]Universitas Muhammadiyah Makassar, Indonesia

ARTICLE INFO	ABSTRACT
	Learning is the process of acquiring knowledge and mastering skills. However, there are obstacles in learning English, namely vocabulary mastery. Therefore, several interesting teaching methods were made so that students are interested in learning English. One of them is a cooperative method that will be used by researchers. The purpose of this study is that researchers want to see whether the use of cooperative learning methods can improve students' vocabulary knowledge, especially nouns. The research methodology used in this study was Classroom Action Research (CAR), which was carried out in two cycles with the aim of increasing students' vocabulary knowledge with group cooperative learning methods. Substantially improve students' vocabulary mastery at SMP Yapend Bungaya Makassar in the 2022 school year. Student learning achievement in cycle II is much greater than in cycle I and Diagnostic Tests. The second graders at SMP Yapend Bungaya Makassar can significantly increase their vocabulary understanding through the cooperative learning method.. Student achievement in the second cycle is greater than the first cycle as indicated by the Diagnostic Test. *This is an open access article under the CC BY-SA license.*

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Corresponding Author:
A.Putri Meylani
English Education Department.
Universitas Muhammadiyah Makassar,
259 Sultan Alauddin Road, Makassar City, Rappocini 90221, Indonesia.
Email: **putri105351102917@unismuhmakassar.ac.id**

INTRODUCTION

The process of learning can also be referred to as the process of mastering particular abilities. The goals of learning are to increase knowledge, internalize a concept or skill, and maybe form attitudes. Learning is a mental, emotional, and cognitive process. It is said that learning occurs when ideas and feelings are active. Others cannot see your activities, thoughts, or feelings, but the instructor can. What the teacher can see is how it manifests itself, namely student activities and feelings as a result of the exercise. According to Slameto (2010:2),

learning is a business process by which a person obtains a new behaviour modifications as a result of his own experiences in connection with his environment. Learning, according to Hamalik (2003) and Susanto (2013), is the process of modifying an individual's or person's behavior through contact with the environment. This change in behavior is the result of experience, exercise, and a shift in habits, attitudes, and skills.

Likewise, in studying a language will face a process skill problem. which is where we have to master vocabulary, this vocabulary is the key to skills in learning English, but unfortunately vocabulary is the main problem or obstacle for students who are learning English. Besides that, there are also several skills that need to be mastered, namely listening, speaking, writing and reading. Students cannot understand what they are reading without knowing what the word means. So, without mastering large vocabulary, students cannot read successfully Ramadani et al (2021). The psychological problems of the students were fear of making mistakes, lack of confidence, nervous of facing new guy (anxiety), and factors caused the problems were bad pronunciation, low vocabulary, worry of people think, fear of judging Aras et al (2022).

Vocabulary is a collection of words that is a part of language, mastery of this vocabulary plays an important role in learning, if our vocabulary knowledge is lacking , then we will know little or little things we want to express. Vocabulary learning plays an important role in foreign language learning, this important battle is the main race or basis of a student. The more vocabulary you know, the easier it will be in the future to compose sentences and start a conversation. According to Pikulski and Templeton (2004), persons who have a broad vocabulary typically usually have a significant amount of vocabulary for reading, writing, and listening. They also contend that if a person is limited in one of these areas, their options are also limited in other areas. Marzano (2004) emphasizes the significance of good language instruction for raising students' academic achievement. For years, educational scholars have demonstrated that language proficiency is crucial to reading comprehension. It can be concluded that vocabulary is the total number of words that are needed to communicate ideas and express the speaker's meaning. That is the point why we need to learn more vocabulary, (Nurdina et.al. 2021)

In teaching English, there are various methods used by teachers to achieve learning objectives. As for the method to be used namely the cooperative learning method . The human impulse to collaborate is the foundation of the learning technique known as cooperative learning. Children have good memory capacity, whichis very valuable in language learning. Teaching English requires special ways and appropriate methods to overcome some problems and difficulties because English is different from our native language and sometimes, is considered not important to learn (ulfaminingsi et.al, 2021).The method help students to understand about the lesson easily and add insight and references, Increase students' motivation and interest in the learning, learning is more interesting, fun, relaxed and not boring (Prabawati et.al 2021).

Cooperative learning is a strategy that has students work in small groups and receive praise and prizes based on how well they accomplish as a unit (Slavin, 1980). The rationale

behind the cooperative learning approach, according to Mandal (2009), is that when groups rather than individuals are prioritized, students would be inspired to assist one another in mastering academic subject. Each team member in cooperative group work is accountable for not just understanding the material being covered, but also for fostering a culture of learning and achievement among the other team members. It can be claimed that when pupils collaborate, they learn more successfully. reward created the class more interesting, increased the positive behavior or expected behavior of students in the classroom, made students feel happy and more active participate in class, it can increase the feeling of competition among students in the classroom, and it can encourage the students in completed their task and homework according to (Damayanti, et.al .2021).

RESEARCH METHOD

The researcher employed classroom action research in this study (CAR) The purpose of systematic inquiry used in classroom action research is to inform practice in a specific setting. Teachers can use classroom action research, which has four stages—planning, action implementation, observation, and reflection—to find out what works best in a classroom setting and make an informed teaching decision.

RESULT AND DISCUSSION

The discussion in this part is about how to understand the conclusions from the findings concerning students' nouns in vocabulary mastering. Vocabulary mastery enables people to communicate effectively, comprehend the meaning of words, and pronounce words fluently. Vocabulary learning, by its nature, may not teach individual words or phrases, but rather is embedded in the context of discourse, with respect to subjects and also related to specific fields, as an example of discourse on the use of cooperative approaches to obtain optimal learning outcomes, The results of learning vocabulary, teachers need to equip their students with words related to certain fields. In each field of science special words are used.

The application of study groups using the cooperative method of Vocabulary Mastery in the eighth grade of SMP Yapend Bungaya can improve students' achievement and ability in understanding the material of Vocabulary Mastery in Cycle 1 and Cycle II in the learning process.

The researchers used a diagnostic test to measure the students' prior knowledge of English vocabulary before performing classroom action research utilizing study groups and the cooperative approach. After administering a diagnostic test, the researcher discovered that the eighth graders at SMP Yapend Bungaya Makassar also have very low noun knowledge, which needed to improve.

All of the students received very poor diagnostic exam results. Students' diagnostic test content is also extremely poor. The researcher opted to apply the cooperative learning approach to improve students' vocabulary knowledge and then prepare to execute the first cycle, which consists of four stages: preparation, action observation, and reflection. The first

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cycle found that pupils' comprehension of vocabulary mastery was still difficult and perplexing.

The difficulties that students face in understanding vocabulary have been identified, and researchers must now devise answers to these issues. By changing the lesson plans, the researcher opted to complete cycle II. In the second cycle, the students gave the researchers a favorable response. Students are very active in class. Their performance increases in Cycle II, and they like the teaching and learning process. The results show that students who are taught using cooperative learning approaches outperform students who are taught using conventional methods. According to the study's findings, pupils' scores improved significantly after being treated in class using cooperative learning approaches.

CONCLUSION

The researchers derive the following conclusions based on the research findings and earlier discussions. In eighth grade students at SMP Yapend Bungaya Makassar, the use of cooperative learning strategies in teaching vocabulary mastering improves students' vocabulary knowledge greatly. Creating study groups utilizing cooperative learning methods can help eighth-grade students at SMP Yapend Bungaya Makassar enhance their vocabulary mastery, resulting in higher student accomplishment. Student achievement in the second cycle is higher than in the first cycle, as indicated by the Diagnostic Test.

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