

TEACHERS' PERCEPTIONS TOWARD COOPERATIVE LEARNING IMPLEMENTATION IN EFL CLASSROOMS

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Abstract : In teaching-learning English, the teaching-learning method is essential that should be available in the school. The teaching-learning method in this study is Cooperative Learning. CL is a student-center learning method. CL allows students to have a group discussion about conducting the task. The teachers' CL as the teaching advice in planning the students' activities in the classroom. Meanwhile, the students used Cooperative Learning as the learning method in obtaining the subject lesson. Regarding the Cooperative Learning issue, the researcher conducted the study of the Cooperative Learning implementation based on the teachers' perspectives. This research investigates the teachers' perceptions of the Cooperative Learning implementation and explores the students' changes found by teachers in EFL classrooms. This research implemented a qualitative case study in gaining the data, by using questionnaire and interview. The data were analyzed descriptively. The research participants were three English teachers who taught using Cooperative Learning method. The results showed that the teachers perceived Cooperative Learning positively. Cooperative Learning was suitable to the students' needs in achieving learning goals. In choosing the appropriate Cooperative Learning, the school environment and students' background needed to be considered. Cooperative Learning fostered students' independence in fulfilling the assignment. While Cooperative Learning attractions, students looked enjoying the learning process. They seemed more active in conducting class activity. In addition, according to students' personal benefits, Cooperative Learning method influenced students' self-esteem, self-confidence, motivation, and interest in learning English.

Keywords : *teachers' perceptions, cooperative learning, self-esteem, sel-confidence, motivation, interest*

INTRODUCTION

Education is critical to maximizing an individual's potential. Even though educators have improved teaching-learning processes, instructional designers are still looking for and experimenting with the best techniques for students' optimal academic success. Cooperative Learning appears to be hindered in the traditional teaching technique, which spends most of the class time with teachers talking and students watching and listening.

Throughout the years, the learning method is an essential aspect that should be considered. Nowadays, Cooperative Learning has been widely implemented in various schools as the learning method. According to Johnson and Johnson (1986), Cooperative Learning makes the students work together in small groups on a structured activity. Cooperative Learning is described by Kagan (1994) as a communal activity in which learning is carried out through information exchange. Furthermore, in this study, teachers' perception of the implementation of Cooperative Learning activity in English lessons will be investigated. Perception is the process of human thinking about a particular phenomenon, stated by Walgito (2003). Perception is how an individual selects, organizes, and interprets information to create a meaningful picture. According to these brief definitions of perception, the teachers' perception is essential in seeing how Cooperative Learning is implemented in EFL classrooms and how Cooperative Learning impacts EFL learners. This study only explores the teachers' perception of the CL

attractiveness to students to narrow the discussion.

Moreover, this study investigated the impact of CL implementation on students' benefits in the form of students' self-esteem, self-confidence, motivation, and interest that were called as the four domains of this study. To find out the influence of CL implementation on students, the teacher's perception is needed to interpret existing information and experiences to create an overall picture of the implementation of CL. Teacher perception means analyzing how to integrate our application perspective of the things around the individual with impressions or concepts and then recognize them.

Literature review

Alias et al. (2018) conducted a study to identify teachers' perceptions on the implementation of CL in the teaching and learning process in class. The findings showed teachers have a positive attitude toward cooperative learning, and they are ready and feel confident to practice it. Teachers agreed that cooperative learning is one method that can turn on an attractive atmosphere in the classroom and build a more positive attitude in the learning process. However, the study also found an efficient implementation of cooperative learning requires a strong commitment from teachers.

In line with those researches, Rahmawati (2017) also conducted a study about teachers' perceptions toward the use CL method. The study aims to find out the teachers' perceptions toward CL for teaching English of Junior High

School Level. The study showed that three English teachers in SMP N 1 Banyubiru answered with the positive response about CL, it means that they agree with the application of CL. Especially for the teachers' experience using CL, they pointed out that this learning strategy makes students happier than individual work.

The implementation of CL techniques in the class to develop students' self-esteem and self-confidence has been conducted by many researchers. They verified that CL helped the teacher to establish the first domain of this study. Sirisrimangkorn and Suwanthep (2013) conducted a study investigating the pedagogical use of integrated drama-based role play and STAD and its effects on the first-year non-English majors' speaking skills and motivation, and self-esteem. STAD is used with drama-based activities as it encourages students who are used to the traditional system to get involved in communicative language learning. For self-esteem, most students indicated that the activities helped increase their self-esteem because they were involved in the activities at all times and felt that their contributions mattered.

The result was in line with Heydari, Zarei, and Zainalipour (2013). This study showed that CL affected male students' increasing self-confidence even though the result was not significant. However, it could be claimed that if CL training sessions increased, enhancement of self-confidence in male individuals might be substantial. Since the most influential factors to increase self-confidence are families, peers, and teachers, it is essential to help them be more

independent by giving them free right, self-control, responsibility, self-reform, and avoiding coercion. Therefore, the children can show their capabilities and abilities in the best way. Furthermore, they feel helpful and more relaxed.

Furthermore, nowadays, some studies have investigated the implementation of CL for developing students' motivation for learning English. The findings revealed that CL helps the teacher to develop this second domain. CL had a significant positive effect on the motivation of EFL learners, according to Marashi and Khatami (2018). Furthermore, Hasyim (2019) demonstrated that implementing CL using the STAD technique in the Basic Academic Reading course positively impacts students' performance, particularly in students' motivation and independence learning.

Moghaddam and Heidari (2018) also found similar results. The study's findings revealed a high correlation between the CL and oral skill of language learners. Second, the same high positive relationship also existed between the CL and the motivation of language learners. Based on the results obtained through the statistical analysis of the collected data, it can be safely claimed that there was a significant difference between students' oral performance through cooperative learning and the others. Moreover, the substantial improvement of the participants' language proficiency possibly resulted from discussing, creating, and thinking in a group rather than individually, providing a less anxiety-producing context.

Moreover, many studies have been conducted to investigate CL that could help to promote several domains. The interest domain in learning English had been investigated by Nurhafani (2016). As the result of this study, the researcher concluded that the cooperative script method towards students' interest in reading comprehension was accepted. At the end of this study, the researcher added a suggestion for the next researcher. The cooperative script method is an intriguing way to motivate students to learn English, particularly when it comes to reading. It is suggested that the students become more interested in learning to read. Then, their reading would increase and have a positive effect on their English. The researcher hoped that the next researcher would attempt to conduct future research with a broader and more detailed analysis.

In line with those studies, Pratiwi (2015) claimed to Make a Match Type of CL developed students' interest and learning outcomes. This CL type has a character that can allow students to interact with fellow students in or outside the classroom. Interactions between students are expected to reduce students' boredom while studying in class and increase students' interest in learning. Implementing "Make a Match" on students' learning interests is expected to improve students' learning outcomes, especially in verb and noun material. The finding showed that the post-test result was higher than the first post-test result. The mean of students' first post-test scores increased. It showed that using "Make a Match" could improve interest and students' learning outcomes.

From the above explanation, the learning process' purpose is to increase students' ability and achievement. In achieving that goal, there are three interrelated domains needed. The three domains are students' self-esteem, self-confidence, motivation, and interest. As already explained, students' self-esteem and self-confidence have an essential role in increasing student motivation. If all three domains can be realized and developed, then students would be able to meet the learning goals that should be achieved. In students' self-esteem, self-confidence, motivation, and interest in learning, fun learning is needed to make students focus on it. The learning technique is called CL Technique. From all the research results that I have reviewed above, the researchers only focused on one domain. This study intends to unite the three interrelated domains to determine how CL techniques can influence the three domains. In conclusion, I investigated the implementation of CL techniques for developing EFL learners' self-esteem, self-confidence, motivation, and interest.

METHODS

In conducting the study, researchers need a research design that integrates the different components of research projects cohesively and coherently. In this research, I used a qualitative approach to analyze or interpret the written material in context.

According to Sugiyono (2008), qualitative research is a research procedure that produces descriptive data in the form of written or spoken words from people and observed behavior. In

this research, I used a qualitative case study design. Sturman (1997) defined a case study as a general term for the exploration of an individual, group or phenomenon. Therefore, a case study is comprehensive description of an individual case and its analysis, the characterization of the case and the events, as well as description of the discovery process of these features that is the process of research itself (Mesec, 1998). In this study, I examined teachers' perceptions of the implementation of CL in EFL learners' self-esteem, self-confidence, motivation, and interest in learning English using descriptive qualitative data, so that the data collected was in the form of words and not numbers. Thus, the research report contained of data excerpts to illustrate the presentation of the report (Moloeng, 2010).

Respondents

Participants in this study were three vocational high school English teachers who often use CL method in the learning process. In this study, the results of the questionnaire and interview were provided when the English teacher was at the vocational high school level. They participated in both sessions to investigate their perceptions of the CL method's attractiveness and its impact on EFL learners social attitudes included students' self-esteem, self-confidence, motivation, and interest in learning English. I used a pseudonym in this study. I shorten the names of the three teacher participants as NF, EN, and KT.

Instruments

The important role of research is instruments. It is the general term that researchers use for a measurement device. Ary (2010) states that selecting an appropriate and valuable, meaningful instrument is needed conducting research. This statement means that I had to consider the use of the instruments correctly. The instruments used were questionnaires and interviews.

The questionnaire is a collection of questions arranged to obtain the information needed from the participants. Well-designed and effectively used questionnaires can be used to gather information on what is being researched. Three teachers conducted the questionnaire session. Their name was anonymized and replaced with the names "NF, EN, KT". The Open-Ended questionnaires here were used to categorize the indicators of something or someone being observed.

According to Nazir (1988), an interview is obtaining information for research purposes through question-answer face to face between the interviewers with the respondent by using a tool called an interview guide. Regarding the use of interviews as a method of collecting data in a study, the following opinion of Allport (Hadi, 1992) needs to be considered: "If we want to know how people feel, what they experience and what they remember, what their emotions and motives are like, and the reasons for acting as they do – why not ask them?" From that opinion, interviews can or, more precisely, obtain data about feelings, experiences, memories, emotions, and motives directly from the subject.

In this study, the interviews were used to display the teachers' perception while conducting the CL technique. The type of interview that I used was the "Interview Guide Approach." In this interview type, the question is specified but can be adapted to the situation to be rewritten. This interview was conducted until the desired results were obtained. In the interview process, I needed tools in stationery, small notes, and voice recorders. In addition, the name of participants was replaced with an abbreviation of the teacher participants' names.

Data collection procedures

The data collection methods in this study were questionnaires and interviews. Those methods were used to provide sufficient data for this study. By utilizing classroom observation, I observed the English teaching and learning process using video on YouTube by applying the CL technique. For the interview and questionnaire, I cooperated with some teachers who are familiar with the CL technique. I described teachers' experiences during the teaching and learning process using the CL technique from questionnaires and interviews. From the explanation above, the process of collecting the data as follows:

1. I conducted a questionnaire session for 3 English teacher participants of senior or vocational high school level. This session was carried out on November 23 to 25 or for three days. I conducted questionnaire sessions with English teachers

familiar with CL and often applied CL in their learning process. This section was questioning the teachers to see the students' responses in the four domains.

2. I conducted interview sessions with the teachers to determine their students' development on self-esteem, self-confidence, motivation, and interest while using the CL technique. It was done on the same day as the questionnaire section because it had the same teacher participants. It was carried out from November 23 to 25. This section was longer than the two sections above because it needed a transcription writing process. The interview results in the form of audio needed to be transcribed into writing for later analysis. The interview process was carried out for 7 to 12 minutes due to the transcription 2 to 4 pages.

FINDINGS AND DISCUSSION

This section presents CL implementation and the impact of CL on students' self-esteem, self-confidence, motivation, and interest according to the teachers' perception. It showed the impact of CL on students based on questionnaire and interview data. The detailed data was presented as follows:

Cooperative Learning Implementation in EFL Classrooms

The data collected showed several contents regarding the implementation of CL in the efl class. The data on questionnaire showed that the three english teachers did not only implement one type of CL to get the right one to be applied in teaching-learning process. After applying several types of CL, it could be seen in questionnaire data regarding to CL that they ever applied and they avoid. For the first teacher participant, she stated that she ever used Think Pair Share and Problem Solving. For the second teacher participant, she claimed that Think Pair Share and STAD was ever applied by her. While CL type that was avoided by the first and second teacher participants was Jigsaw. Meanwhile, the third teacher participant mentioned that she had used Jigsaw, Role Play, Picture and Picture.

Moving on the next issue, the three teacher participants in questionnaire session stated the CL type that they thought was suitable to be implemented in their class. The first teacher claimed that Problem Solving helped her in learning process with evidence that her students became focused on finding out the information they needed, carrying out assigned task, and trying to Solve Problem with their friends. Furthermore, the second teacher participant mentioned that think pair share and stad helped her in evaluating students when they contributed to the small group discussion conducted on the two CL types sate before. While the third teacher participant mentioned Jigsaw as a proper CL type which made her students more active in learning process. This activity trained her students to practice their English-speaking skill.

From the explanation above, CL really helped the three teacher participants in the learning process. First teacher participant in interview session said that CL helped her students in understanding the material more easily.

"I think that when I used Cooperative Learning in the classroom is good condition because students can apply and understand the material more easily."

(NF, 23rd November)

Furthermore, from the data above, three teacher participants delivered the same answer about CL implementation that helped them in teaching-learning process. According to questionnaire data, all teacher participants agreed that CL was helpful and effective. The third teacher

participant claimed that CL was helpful in learning process where her students looked more active in giving their opinion about the material. The class showed her students' activeness appeared while conducting discussion activity. They were given a freedom to give their opinion with their teacher and friend.

Supporting those claimed, second teacher participant in interview session said that CL helped her students to train their critical thinking where this method asked the students as the main role of learning activity. Their critical thinking needed to help them following discussion activity before drawing a conclusion. Not only critical thinking that appeared, students' independence could be seen when they work in group. Their independence as a manifestation of their efforts in fulfilling responsibilities in individual tasks during the group work process.

"It will be useful if everyone in the group work independently. And also they look more enthusiastic in their group's discussion."

(KT, 25th November)

Based on the data displayed above, before implementing CL, teachers needed to consider the type of CL based on the background of schools and students. Apart from that, they type of CL which was considered suitable to be implemented was helpful for teachers in the learning process. Looking at the internal side, students became more independent and critical in doing assignments. It helped them in fulfilling group assignments well. The discussion process they conducted made their

understanding of the subject matter better than thinking alone. The activity of exchanging ideas improved their knowledge. Information they did not understand could be collected during the discussion process.

Cooperative Learning Attractions

According to the teachers' observations in EFL class, students seemed to enjoy the learning process by using CL. The first teacher participant said that CL facilitated her students to discuss with their friends. These abilities were developed so that students could draw a conclusion from the discussion activity and shared the result.

Furthermore, after seeing students' responses while using CL, in the interview data in this study, students not only enjoyed step by step CL activities they did, but the teachers also shared what their students got when doing these activities. The first teacher participant shared her experience when teaching Recount Text material. Students became aware of the basics that needed to be learned in Recount Text. Not only that, CL activities facilitated them to have a group discussion that was used by the students to translate each sentence of the text so that they were able to understand the meaning of the whole text.

"Ok my students usually will explain about current material with their partner for example when they discuss about Recount Text. They will explain about what is the meaning of recount text. And then they will explain about the generic structure. And then they will

explain about the meaning of each sentence in the paragraph with others group in the classroom."

(NF, 23rd November)

CL facilitated students to work in group through discussion activities with their group members. They were allowed to exchange opinions to complete the tasks. They got various perspective that sometimes they did not think of when completing tasks independently. It made them looked more active in learning process. According to the teacher participants who observed her students when doing CL activities, the students seemed to enjoy the learning process where students were allowed to exchange ideas with each other. These activities made them looked happy in following English lessons.

Cooperative Learning towards Students' Personal Benefits

Different from two section above, this section shared the impact of CL toward students' self-esteem, self-confidence, motivation, and interest in learning English. For the first finding came from self-esteem and self-confidence domain. Interview session revealed the data about students' self-esteem and self-confidence when conducting CL in class. All teacher participants shared their finding on students in term of self-esteem and self-confidence. All of them claimed the similarity answer where group discussion in CL influenced the two domains. For the first teacher participant, she claimed that her students' self-esteem and self-

confidence showed the enhancement. Here was her explanation:

These finding was supported by third teacher participant in interview session where she claimed that her students showed the enhancement on the two domains. Her students looked more confident in sharing their ideas. They looked more enjoy in conducting presentation activity rather than individually.

"Yes, they look more confidence when they present their group work especially. It looks like significant when what is it. It's different when they give their presentation individually and with their group. It's so different. Maybe because they want to help and support each other in this group."

(KT, 25th November)

Relevant with interview finding in term of self-esteem and self-confidence, questionnaire revealed the three teacher participants' similarity answered about this term. All of them agreed that CL influenced students' self-esteem and self-confidence.

NF: *They tried to present their work proudly and confidently.*

EN: *It shows that students more confidence especially in speaking.*

KT: *The students can more be confident when answering question orally. They feel sure that they can solve the problem in learning English.*

Moving to the next students' personal benefits about students'

motivation in learning English. In interview session on third teacher participant, she said that CL made the students to give their involvement to be active in group activity. Those activity showed attempt in developing students' motivation by sharing their opinion to another friends. While sharing activity was conducted, the students looked happier because they could cooperatively work and help their friends.

"They look like they give their involvement to active in their groups. Give more discussion more active. They then what is it. I think they increase their motivation when they can share their ideas to another. And they look happier and enjoy their learning in their group. They can cooperate and help each other."

(KT, 25th November)

In line with the third teacher participant's data in questionnaire session, she also claimed that CL influenced students' motivation in learning English. She delivered a short answer to share this moment. She only stated that students' motivation was proved by the students when they looked fearless to try new things in learning English. Their fear disappeared to be replaced with their activeness in completing the tasks.

"The students become fearless to try new things in learning English. They become more active in the classroom."

(KT, 25th November)

For the interest domain of this study, data from questionnaire and interview

claimed that CL influenced this domain. First, when questionnaire was conducted, the third teacher participant delving in her memory where she said that when implementing CL, the percentage of her students who felt sleepy decreased. Compared with conventional method, her students tended to be sleepy and bored. but when she implementing CL activity, her students seemed interested in the material given by the teacher thus they did not feel sleepy like before.

"The students become more interested to listen and study each material that is explained by the teacher. The percentage of students who sleep in the classroom is reduced."

(KT, 25th November)

As the supporting data, second teacher participants shared her experience about CL implementation that influenced students' interest in learning English. Her experience came from Problem Solving type which reduced students' sleepiness. Instead of students felt sleepy during the learning process, they actually showed enthusiasm for learning where they were able to carry out discussion activity well so that they could present and communicate their group result in front of the class.

Based on the data above that I have displayed, CL had positive impact on students, especially on self-esteem, self-confidence, motivation, and interest in learning English. The three teacher participants who contributed to the questionnaire and interview sessions shared the same experience while

conducting CL method. They agreed that the implementation of CL had positive impact on the four domains in this study. In term of self-esteem and self-confidence, CL helped students to be more confident in expressing their opinions during group discussions. It encouraged their self-esteem to argue and support each other. They seemed to enjoy the learning process in group rather than individually. They looked happier because they complete the task together with their group members where they could combine one opinion with another.

In addition, their learning motivation showed positive result. Students showed courage in expressing their opinions. They had a desire to have opinions and tried a new thing. They tried their best to complete the task well. For the last domain, namely students' interest in learning English. The teachers compared the students when using conventional learning method where the lesson was teacher-centered, the students were not enthusiastic. On the contrary, when carried out CL activity, students showed their enthusiasm. The positive impact in term of students' interest was that the percentage of students' sleepiness was reduced. According to the teacher participants, in fact, students became active while conducting CL activities.

Discussion

This section discusses the study's findings that were resulted from the analysis of questionnaire and interview data. According to the result, From the teachers' side, CL assisted teachers in fostering students' independence. Not

only that, the critical thinking that was needed by students could be developed when students conducted group discussions. This result was relevant to Rahmawati's study (2017) that the students look happier and enjoy conducting CL activity. The students looked more enjoy to work and complete the task together with their friends. They are asked to help each other; thus, they can get the excellent achievement. The theory of Johnson and Johnson (2009) in this theoretical framework session stated that cooperation is working together to accomplish shared goals. Within cooperative situations, individuals seek beneficial outcomes for themselves and helpful to all other group members. CL is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Furthermore, in term of students' personal benefits, students showed positive responses in terms of self-esteem, self-confidence, motivation, and interest in learning English. For the first and second domain, according to the finding of teachers' perceptions toward CL implementation on students' self-esteem and self-confidence. Students looked more daring to express their opinion thus they looked doing much effort in group work.

In addition, one of the teacher participants shared her experience that informed the students' real-life at school. She said that her students looked more confident while doing group presentations than individually. She claimed that their students more active in group activity than individually and seemed to support each other than focus on themselves. Welford (2013) theory stated that self-confidence is

not being selfish. CL is the instructional use of small groups so that students work together to maximize their own and each other's learning. It may be contrasted with competitive (students work against each other to achieve an academic goal such as a grade of "A" that only one or a few students can attain) and individualistic (students work by themselves to accomplish learning goals unrelated to those of the other students) learning (Johnson & Johnson, 2009). According to that statement and teacher participant's experience, it could be said that CL was a facilitator for the students to do teamwork than individualistic because it was more effective in maximizing their understanding and learning outcomes.

My findings on teachers' perception that claimed CL influenced students' self-confidence came from Celik et al., (2012). Not only build self-confidence, he believed that CL improved students' communication skills and stimulate learner autonomy. More relevant study was from Utama et al. (2013). They conducted research related to the self-esteem and self-confidence that have been discussed above. The situation of ideal classroom showed that students would learn how to work cooperatively with their friends, compete for fun and enjoyment, and work autonomously independently.

Since self-esteem and self-confidence, especially self-confidence, influence the students in achieving learning goals, it is natural that the teachers carry out certain teaching techniques that may grant the need. In this case, the teacher chose to carry out CL, especially Think Pair Share. Based on the result, the students who were treated by

the Think Pair Share teaching strategy had higher self-confidence significantly than the students who studied by conventional teaching strategy.

Moreover, second students' personal benefits while conducting CL was motivation in learning. In this study, according to the teachers' perceptions, they seemed motivated to do their best when they saw their friends' achievements (see filled-out Appendix A point 8). The findings of this study were in line with Lai's (2011) findings, another strategy for fortifying students' motivation is the use of collaborative or cooperative learning methods (Guthrie, 2000; Hidi & Harackiewicz, 2000; Pintrich, 2003; Stipek, 1996; Turner, 1995). It was related to this present study that found out the students' motivation in learning English appeared while conducting CL method.

In fact, Bossert (1988) argued that motivation is a potential mediating process whereby cooperative learning affects achievement. According to Bossert, peer encouragement may improve task engagement, and the novelty of collaborative learning tasks causes students to shift attentional resources. Grouping activity can be conducted using CL. It is a teaching technique that has been long gained as 'an innovative approach to classroom instructions. It is said by Davoudi and Mahinpo (2012) as the theory of theoretical framework in this study. It matches my findings that CL helps influencing the students' motivation while learning English.

Another similar opinion was also expressed by Marashi and Katami (2016) with the null hypothesis: CL does not have any significant effect on EFL learners'

motivation, was rejected with those in the experimental group who gained a higher mean bearing a significantly higher degree of motivation than those in the control group. Concerning the effect of CL on EFL learners' motivation, the study's findings revealed that this method of teaching had a significantly positive impact on EFL learners' motivation.

For the last students' personal benefits that were found in this study was interest in learning English. According to Hidi and Renninger (2006) shared four phases in developing interest. The first phase is triggered situational interest. They shared that "instructional conditions or learning environments" that include group work, puzzles, computers, and so on have been found to trigger situational interest. Moreover, phase two stated that instructional conditions or learning environments provide meaningful and personally involving activities, such as project-based learning, cooperative group, etc. Group work that has been stated on Phase 1 and cooperative group work that have been stated on Phase 2 could be realized by using Cooperative Learning activities. The phase model of interest development according to Hidi and Renninger supported my research findings, based on teachers' perception, CL activity influenced students' interest in learning English. If it was seen from students' interest in learning English, they looked enthusiastic during the learning process and the percentage of students who felt sleepy was also reduced during CL-class.

The findings were relevant to Hidi and Harackiewicz (2000) theory frame the issue in terms of situational interest.

According to this perspective, working with others enhances situational interest that can ultimately trigger personal or individual interest. As it has been known, CL facilitates the students to interact and communicate with their friends. This activity even became the central point in the learning process. The students are allowed to speak up and talk along, following the teachers' instruction. Their activeness was needed in completing CL-class. Furthermore, CL implementation now generally reorganizes CL into many variations, giving teachers many options for developing the students' academic achievement and structuring education to the three domains. In producing various positive results, covering almost every aspect of real-life needs, teachers must conclude that specific teaching approaches and techniques are fundamental to support their teaching and learning processes. It can be supposed that the implementation of CL influenced students' activeness, self-esteem, self-confidence, motivation, and interest and higher-order thinking skills because students' opinions are the main focus in discussion activities. The students continue to exchange their opinions and provide input to each other. Moreover, the two videos showed the same result that CL techniques could develop the three domains. The development in these four domains looks significant during the learning process that showed the changes of students who were more motivated, confidence, and interested in learning English.

CONCLUSION AND SUGGESTION

This section presents the study's conclusions, which cover the answer to the research questions about the teachers' perception toward CL implementation on EFL learners in terms of self-esteem, self-confidence, motivation, and interest. The English teachers in senior high school or vocational high school had considerations in choosing the type of CL that was suitable to be implemented in their English class. Their judgements were based on the background of students and school itself. The questionnaire and interview sessions' findings revealed that using CL method had a favorable impact on students. CL was also reported to be able to assist teachers in the delivery of material. In terms of students, when they conducted CL activity, they shown favorable changes, such as appearing more active when completing prescribed work. They appeared to enjoy the CL method's learning process. Not only that, but students who used this method appeared to be happier.

Furthermore, students provided good feedback in term of students' personal benefits include self-esteem, self-confidence, motivation, and interest in learning English. CL makes the class more active because the whole student plays the central role while the teacher is only as facilitator and moderator or guide in the learning activities. It could be simply defined that CL improves the students' activeness. Students looked brave to share their thoughts when using CL method. Students appeared more daring to express their viewpoints when utilizing CL, making them looked more engaged in group work.

Furthermore, in term of motivation, CL requires the students to work in a group to discuss the material or the issue. In the discussion session, the students look active to complete the task on time. The teachers said that their students tried to be involved in their group to be more involved in the interview session. Moreover, they seemed to be encouraged to perform their best when they look their friends successfully carried out their task. When viewed from the students' point of view, conducting CL activities reduced students' sleepiness in class. The students got enthusiastic about doing CL activities. They were eager to follow English classes from the beginning until the end.

Based on the findings, I concluded that the teachers' perception toward CL implementation on EFL Learners' self-esteem, self-confidence, motivation, and interest could be seen during the process. The CL activities conducted specially provided a large field for the students to develop their self-esteem, self-confidence, motivation, and interest in learning English. CL facilitates learning and those three domains development at the same time. The way those three domains developed was shown in the improvement of their performance. The students' competence did not necessarily improve, however during the activity processed, their performance showing enhancement.

Based on the conclusion above, I would like to provide some suggestions for people who interested in implementing CL method toward students' self-esteem, self-confidence, motivation, and interest in learning English. The advice is for a further

researcher. Because the questionnaire and interview data were only conducted on three teachers participants, it would be better if further research also collects data from more English teachers. This is expected to have more teachers' perception about CL itself and their changes after CL activities. The last one is that the further researchers who want to conduct the same gathering method need to prepare the questionnaire sheet and interview list well to obtain accurate data.

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