



## **Students' Perception on the Use of Cooperative Learning in Writing Activity at MAN 1 Kuantan Singingi**

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### **Abstract**

This study aimed to analyze the perception of the students in using cooperative learning toward writing activity at MAN 1 Kuantan Singingi. The students have their personal perceptions of using cooperative learning, particularly in writing. The perception can be an evaluation for the teachers for next time to encourage the students to be active in the classroom. This study was a descriptive quantitative study that identified and analyzed obtaining data from current phenomena. The population of this study was the eleventh grade of MAN 1 Kuantan Singingi. The sample of this study was 119 students by using proportionate stratified random sampling, which consisted of seven classes. This study obtained the data by collecting an adopted questionnaire that contained the four indicators from Kharisma and Hidayati (2018). This study found that the perception of students was a positive category which was 78.8%. Commonly, cooperative learning provided the effective way in writing activity for students.

**Keywords:** *Students' perception, Cooperative learning.*

### **Introduction**

Writing is one of the English skills which need the insight activity. The students need to understand several aspects of writing, including vocabulary, grammar, spelling, the goal of writing, and ideas of writing. There are several elements that student should be mastered, thus, it is the hardest skill in learning English (Sekhar and Rao, 2018). The students struggle with writing skills that can be shown in their ability, such as minim of words and grammatical mistakes (Ali and Rahmana, 2018).

The English teachers show different ideas in selecting the appropriate teaching methods for their students to enhance their writing activity. Every teacher worldwide implements different methods in teaching writing. One of the teaching methods of writing is Cooperative learning or CL (Kagan and High, 2002). Cooperative learning indicates the improvement of students in linguistics, social, and communication, which exist an opportunity for students (Patesan et al., 2016)

This study was conducted in MAN 1 Kuantan Singingi, which is a public school that implements cooperative learning in Kuantan Singingi. The school teaches the students have the ability of writing based on the Curriculum. The English teacher in this school practice cooperative learning in the classroom to boost the spirit of students in writing, either through group discussion or understanding the whole aspects of writing.

The classroom atmosphere appears when a couple of things happen in the classroom because the students have their personal perceptions in facing situations during teaching and learning. Perception defines the process of cognitive consisting of select, organize, and meaning of something (AbouElnaga, 2012). Human perception relates to the person behavior that is shown through the impact of what is done. Thus, if the students appear with positive perception during classroom activity, they offer great behavior in learning such as high motivation, diligence, and discussion with friend. On the other side, if the students appear with negative perception, they show low impact on their activity, such as unmotivated in learning and lazy.

The students' perception refers to the style of teaching and method used by teachers in the classroom. The students receive any kind of information and sometimes accept the same information but different perceptions. It is a process of the students two see the other point of view which there is no right or wrong perception due to the students have the ability to receive the information. The teacher can utilize students' perceptions as the evaluation for the next teaching. Therefore, the researchers answer the question, "How is students' perception on the use of cooperative learning in writing activity at MAN 1 Kuantan Singingi?"

### *Perception*

Perception happens as a social process via interaction around circumstances. Perception grows up via interaction with other people. Rahmat (2010) argued that perception is one of experience within an object, events, or connection concluded by interpretation. It is also connected to the information or message from others that need interpretation as meaning of information (Rahmat, 2010). In term of perception, it is a response toward things that an individual knows. Moreover, perception defined an individual interpretation through the sense and awareness of their environment.

### *Students' perception Symptom*

There are two kinds of the symptom of students' perception, which are medical and psychosocial perspectives (Goodwin et al., 2013). Psychosocial is generally included in the educational context. Physiological considers the response and situation and interpretation suitable behavioral response can be called straightforward.

### *Cooperative learning*

Cooperative learning implies that is a method for students working in a group to assist in learning the content of material. According to Slavin (2014), cooperative learning can be implemented for several teachers worldwide. Furthermore, cooperative learning is used by some classes from preschool to university and implemented in other educational institutions.

### *Writing*

Writing indicated the message that should deliver the idea or feeling in written form (Harmer, 2001). In addition, writing is a process of arranging the letter and words to become sentence by using writing tools (Hornby, 2007). Linse (2006) emphasized that writing is both process and a product which indicated to collect the idea and arranging it into a comprehensive result of writing that the readers understand.

## **Methodology**

This study used descriptive quantitative research to collect and analyze the data in presented results. Brumfit and Rosamond (1989) mentioned that the purpose of descriptive study was to perform the current phenomena, which refers to the students, teachers, classroom atmosphere, or certain situations. Descriptive research used quantitative method to identify every single data in form of description and interpretation that happens in the real condition (Best and Kahn, 2006).

This study was conducted at MAN 1 Kuantan Singingi on March 2021, located in Kuantan Singingi Regency, Riau Province. This study's population consisted of seven classes from MAN 1 Kuantan Singingi, particularly the eleventh grade. The total of the population was 172 students however the sample of this study was 119 students.

Questionnaire was used to collect the data in this study which presented some of statement or question that should be replied by the respondent (Sugioyono, 2011). The questionnaire in this study was adopted by Kharisma and Hidayati (2018). The researchers shared the questionnaire through Google Form due to the students did not come to the school. Thus, the researchers transferred the Google form link via WhatsApp Group and sent a message to the students to answer the questionnaire through the link

## **Results and Discussion**

**Table 1.** Questionnaire Number 1

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>U</b>	<b>D</b>	<b>SD</b>
I am able to connect to focus group (cooperative learning)	31.1%	65.5%	3.4%	0.0%	0.0%

It mentioned that 78 students, replied “Agree” as the dominat percentage (65.5%), then 37 students replied “Strongly Agree” (31.1%), 4 students replied “Undecided” (3.4%),

and no students replied “Disagree and Strongly Disagree”. It shows the students agree that they are able to connect to focus group (cooperative learning)

**Table 2.** Questionnaire Number 2

Statement	SA	A	U	D	SD
Teachers frequently use discussion groups and activities in English classes	21.8%	67.2%	5.9%	3.4%	1.7%

Table 2 points out 80 students replied “Agree” (67.2%), next, 26 students referred “Strongly Agree” (21.8%), 7 students indicated “Undecided” (5.9%), 4 students referred “Disagree” (3.4%), and 2 students indicated “Strongly Disagree” (1.7%). The researcher concluded that most of the students agreed that Teachers frequently use discussion groups and activities in English classes.

**Table 3.** Questionnaire Number 3

Statement	SA	A	U	D	SD
We don't have many English classroom activities	22.7%	68.9%	8.4%	0.0%	0.0%

It shows that 82 students replied “Agree” (68.9%), next, 27 students replied “Strongly Agree” (22.7%), 10 students replied “Undecided” (8.4%), and there was no students replied “Disagree and Strongly Disagree”. It mentioned that most of the students agreed that they don't have many English classroom activities.

**Table 4.** Questionnaire Number 4

Statement	SA	A	U	D	SD
I like group work	21.8%	67.2%	5.9%	3.4%	1.7%

Table 4 implies that 61 students replied “Strongly Agree” (51.3%), and next, 50 students indicated “Agree” (42.0%), 7 students replied “Undecided” (5.9%), 1 student replied “Disagree”, and no students replied “Strongly Disagree”. It refers to that the students do agreed like working in group.

**Table 5.** Questionnaire Number 5

Statement	SA	A	U	D	SD
Group work makes it easier for me to learn English.	37.8%	56.3%	5.9%	0.0%	0.0%

The table above points out 67 students replied “Agree” (56.3%), next, 45 students referred “Strongly Agree” (37.8%), 7 students replied “Undecided” (5.9%), and no students replied “Disagree and Strongly Disagree”. It means that the students agreed that group work makes it easier for me to learn English.

**Table 6.** Questionnaire Number 6

Statement	SA	A	U	D	SD
Working in a team allows me to gain knowledge through group study	45.4%	51.3%	3.4%	0.0%	0.0%

Table 6 shows that 61 students replied “Agree” (51.3%), next 54 students replied “Strongly Agree” (45.4%), 4 students replied “Undecided” (4.4%), and no students replied “Disagree and Strongly Disagree”. The researchers concluded that the students agreed that working in a team allows me to gain knowledge through group study.

**Table 7.** Questionnaire Number 7

Statement	SA	A	U	D	SD
Group study assists me in comprehending the working process	25.2%	57.7%	14.3%	3.4%	0.0%

It emphasizes that 68 students replied “Agree” (57.7%), next, 30 students replied “Strongly Agree” (25.2%), 17 students replied “Undecided” (14.3%), 4 students replied “Disagree” (3.4%), and no student replied “Strongly Disagree”. It means that most of the students agreed that group study assists me in comprehending the working process.

**Table 8.** Questionnaire Number 8

Statement	SA	A	U	D	SD
This method enables me to take part in information exchange, decision making, and problem solving.	16.8%	63.9%	17.6%	1.7%	0.0%

The table shows that 76 students replied “Agree” (63.9%), next, 20 students replied “Strongly Agree” (16.8%), 21 students replied “Undecided” (17.6%), 2 students replied “Disagree” (1.7%), and no students replied “Strongly Disagree”. It mentions that the students agreed that this method enables me to take part in information exchange, decision making, and problem solving.

**Table 9.** Questionnaire Number 9

Statement	SA	A	U	D	SD
I would rather have group activities in class than individual study	34.5%	55.5%	6.7%	3.4%	0.0%

Table 9 mentions that 66 students replied “Agree” (55.5%), next, 41 students replied “Strongly Agree” (34.5%), 8 students replied “Undecided” (6.7%), 4 students replied “Disagree” (3.4%), and no student replied “Strongly Disagree”. The researchers described

that most of the students agreed that they would rather have group activities in class than individual study.

**Table 10.** Questionnaire Number 10

Statement	SA	A	U	D	SD
I willingly participate in group class activities	34.5%	55.5%	6.7%	3.4%	0.0%

The table 10 points out 66 students replied “Agree” (55.5%), next, 41 students replied “Strongly Agree” (34.5%), 8 students replied “Undecided” (6.7%), 4 students replied “Disagree” (3.4%), and no students replied “Strongly Disagree”. The researchers implied that the majority of the students agreed that they willingly participate in group class activities.

**Table 11.** Questionnaire Number 11

Statement	SA	A	U	D	SD
Group study has the potential to improve my attitude toward work	44.5%	51.3%	4.2%	0.0%	0.0%

Table 11 implies that 61 students replied “Agree” (51.3%), next, 53 students replied “Strongly Agree” (44.5%), 5 students replied “Undecided” (4.2%), and there was no students replied “Disagree and Strongly Disagree”. It means that most of the students agreed that group study has the potential to improve their attitude toward work.

**Table 12.** Questionnaire Number 12

Statement	SA	A	U	D	SD
When we do group projects, I dislike when teachers intervene.	44.5%	54.6%	0.8%	0.0%	0.0%

The table 12 shows that 65 students replied “Agree” (54.6%), next, 53 students replied “Strongly Agree” (44.5%), 1 student replied “Undecided” (0.8%), and no students replied “Disagree and Strongly Disagree”. It can be said when they do group projects, most of students dislike when teachers intervene.

**Table 13.** Questionnaire Number 13

Statement	SA	A	U	D	SD
I believe that communication could enhance English as much as actively listening to teachers.	13.4%	64.7%	19.3%	1.7%	0.8%

Table 13 indicates that 77 students replied “Agree” (64.5%), next, 23 students replied “Undecided” (19.3%), 16 students replied “Strongly Agree” (13.4%), 2 students replied

“Disagree”, and 1 student replied “Strongly Disagree” (0.8%). It means that most of the students agreed that they believe communication could enhance English as much as actively listening to teachers.

**Table 14.** Questionnaire Number 14

Statement	SA	A	U	D	SD
This method ensures that everyone achieves the same goal	39.5%	54.6%	5.0%	0.8%	0.0%

The table above points out 65 students replied “Agree” (54.6%), next, 47 students responded “Strongly Agree” (39.5%), 6 students responded “Undecided” (5.0%), 1 student responded “Disagree” (0.8%), and no student responded “Strongly Disagree”. The researchers concluded that most of the students agreed that this method ensures that everyone achieves the same goal.

**Table 15.** Questionnaire Number 15

Statement	SA	A	U	D	SD
This method teaches me to be both a great leader and a support network.	48.7%	46.2%	5.0%	0.0%	0.0%

The table 15 describes that 58 students replied “Strongly Agree” (48.7%), next, 55 students replied “Agree” (46.2%), 6 students replied “Undecided” (5.0%), and no student responded “Disagree and Strongly Disagree”. It mentions that the students do agreed that this method teaches them to be both a great leader and a support network.

**Table 16.** Questionnaire Number 16

Statement	SA	A	U	D	SD
This method fosters positive relationships among members of the group	31.9%	59.7%	0.0%	7.6%	0.8%

Table 16 shows that 71 students replied “Agree” (59.7%), next, 38 students responded “Strongly Agree” (31.9%), 9 students responded “Disagree” (7.6%), 1 student responded “Strongly Disagree” (0.8%), and there student responded “Undecided”. It can be concluded that the majority of the students agreed that this method fosters positive relationships among members of the group.

**Table 17.** Questionnaire Number 17

Statement	SA	A	U	D	SD
This method makes the lessons more interesting	36.1%	55.5%	8.4%	0.0%	0.0%

The table 17 shows that 66 students replied “Agree” (55.5%), next, 43 students replied “Strongly Agree” (36.1%), 10 students replied “Undecided” (8.4%), and none student responded “Disagree and Strongly Disagree”. It emphasize that the students agreed that this method makes the lessons more interesting.

**Table 18.** Questionnaire Number 18

Statement	SA	A	U	D	SD
This approach allows me to realize directly engaged throughout exercises.	15.1%	47.9%	27.7%	8.4%	0.8%

Table 18 points out that 57 students replied “Agree” (47.9%), next, 33 students replied “Undecided” (27.7%), 18 students replied “Strongly Agree” (15.1%), 10 students responded “Disagree” (8.4%), and 1 student responded “Strongly Disagree” (0.8%). The researchers concluded that most of the students agreed that this approach allows them to realize directly engaged throughout exercises.

**Table 19.** Questionnaire Number 19

Statement	SA	A	U	D	SD
This method has provided me with intellectual stimulation	37.0%	59.7%	2.5%	0.8%	0.0%

It emphasizes that 71 students replied “Agree” (59.7%), next, 44 students replied “Strongly Agree” (37.0%), 3 students replied “Undecided” (2.5%), 1 student responded “Disagree” (0.8%), and no student responded “Strongly Disagree”. It means that the students agreed that this method has provided them with intellectual stimulation.

**Table 20.** Questionnaire Number 20

Statement	SA	A	U	D	SD
I make significant contributions to the team. I hoped the teacher included other team projects and classroom.	44.5%	47.9%	4.2%	3.4%	0.0%

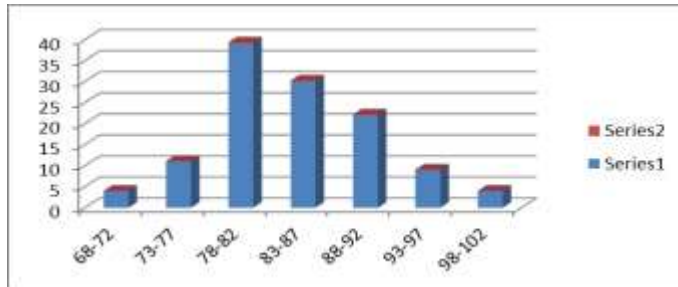
Table 20 points out 57 students replied “Agree” (47.9%), next, 53 students responded “Strongly Agree” (44.5%), 5 students responded “Undecided” (4.2%), 4 students responded “Disagree” (3.4%), and no student responded “Strongly Disagree”. It mentions that the students agreed that they make significant contributions to the team. I hoped the teacher included other team projects and classroom.

After collecting the data, the researcher analyzed 119 data from the eleventh grade students at MAN 1 Kuansing which using cooperative learning. Related to the finding of this research, this study found that a majority of students have a positive attitude in using cooperative learning in doing writing activities. It was backed up by Kharisma and Hidayati (2018), confirmed that cooperative learning is an appropriate method. The



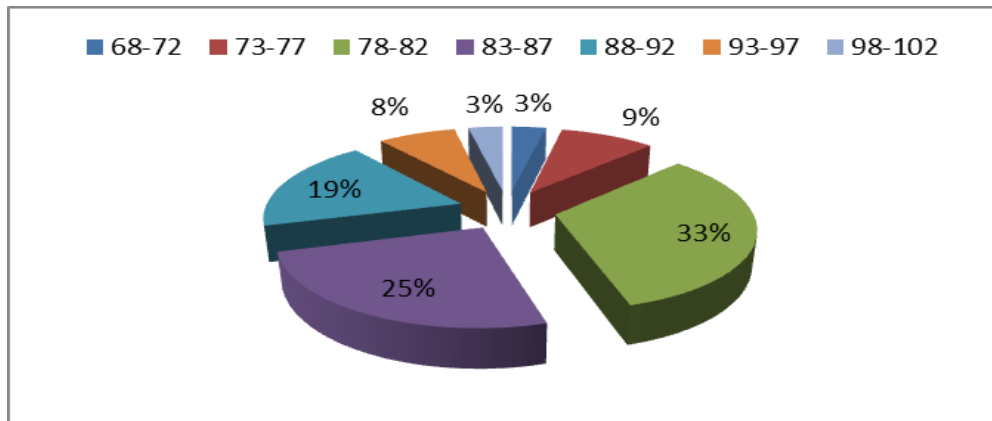
students believed that by engaging in cooperative learning activities, they could make the lesson quite attractive to learn.

**Chart 1. The Frequency Count of Students' Perception**



The chart shows that at period count of 68-72, there seem 4 students between period count of 73-77, there seem 11 students with a period count of 78-82, there seem 39 students with period count of 83-87, there seem 30 students with period count of 88-92, there seem 22 students with period count of 93-97, there seem 9 students. At period count of 98-102, there seem 4 students. Meanwhile, the researchers presented the proportion of students' period count distribution. It is depicted in the figure below:

**Figure 1. The Percentage of the Period Count of Students' Perception**



The figure above points out that at period count of 68-72, there seem 4%. At the period count of 73-77, there seem 9%. At the period count of 78-82, there seem 33%. At the period count of 83-87, there seem 25%. At the period count of 88-92, there seem 19%. At the period count of 93-97, there seem 8%. At the period count of 98-102, there seem 4%. The researchers also emphasized the frequency and the percentage of students' perception as follows:

**Table 21. The Frequency and Percentage of Students' Perception**

Value Range	Frequency	Percentage	Category	
Likert Scale	Count			
5	80-100	95	79.8%	Very Positive
4	60-79.99	24	20.2%	Positive
3	40-59.99	0	0%	Uncertain
2	20-39.99	0	0%	Negative
1	0-19.99	0	0%	Very Negative

The table 21 indicates that there seem 95 students were very positive category by the percentage 79.8%. 24 students were the positive category by the percentage 20.2%. It did not exist student at the uncertain category, negative category, and very negative category by the percentage 0%. Related to the results, it can be presented that the perception of students in using cooperative learning towards writing activity was very positive category around 79.8% which was 95 students. Commonly, the students showed their positive perceptions, which this approach assisted them in obtaining insight into the learning process and building an interesting atmosphere in the classroom. Cooperative learning also enhanced students' leadership, students' problem-solving, making a decision, and sharing of information. As seen by students' perceptions, cooperative learning helped students achieve their learning objectives.

## Conclusion

This study purposed to analyze the students' perception in using cooperative learning towards writing activity at MAN 1 Kuantan Singingi. To sum up, the researchers showed that the finding was very positive perception in using cooperative learning towards writing activity. The overall of percentage was around 79.8%, the overall of students was 95 students. Cooperative learning provides a great effect for the students, which implies cooperative learning is a valuable method that should be implemented in teaching and learning, particularly in writing.

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