



EFFORTS TO IMPROVE LANGUAGE LEARNING OUTCOMES THROUGH COOPERATIVE LEARNING IN CLASS XI STUDENTS OF MA NURUL CHOLIL 2 GALIS

Ika Lis Mariatun¹, Samiyah²

^{1,2}STKIP PGRI Bangkalan

E-mail: ikalismariatun@stkipgri-bkl.ac.id¹, samiyahmiyah836@gmail.com²

Accepted :

4 June 2025

Published :

15 June 2025

Corresponding Author:

Ika Lis Mariatun

Email Corresponding :

ikalismariatun@stkipgri-bkl.ac.id

ABSTRACT

This study investigates efforts to enhance language learning outcomes among Class XI students of MA Nurul Cholil 2 Galis through the application of cooperative learning strategies. Implemented as Classroom Action Research (CAR), the study was conducted over two cycles, each comprising two sessions. Data collection tools included observation sheets for both teacher and student activities, interviews, field notes, and documentation. Initial findings revealed limited student engagement and low achievement levels due to the predominant use of lecture-based instruction, which led to boredom and passive participation. However, the introduction of cooperative learning methods fostered a more interactive environment, encouraging students to work collaboratively in solving problems. This shift significantly improved both participation and academic performance. The percentage of students achieving the minimum learning criteria rose from 68% in the first cycle to 82% in the second. The results indicate that cooperative learning not only promotes student involvement but also effectively supports improved learning outcomes in language instruction.

Keywords: *Cooperative Learning, Learning Outcomes, Language Lessons*

1. INTRODUCTION

Education serves as a vital foundation in preparing human resources equipped with the competencies required for national development. It plays a central role in cultivating an intelligent society; thus, all educational stakeholders must contribute optimally to enhancing educational quality (Palah et al., 2022; Bakhmat et al., 2023; Love & Horn, 2019). At the senior secondary level, language learning is not only about mastering linguistic structures but also about

equipping students with the ability to communicate effectively and meaningfully in diverse contexts. This becomes increasingly essential in a globalized world where rapid social and cultural shifts demand adaptability and critical thinking (Zou et al., 2023; Nobutoshi, 2023; Southworth, 2022).

Language learning must go beyond theoretical understanding and should integrate real-life applications to nurture students' social awareness and communication skills

(Saptiany & Prabowo, 2024; Fadilah et al., 2023; Lesiana et al., 2023). Engaging and interactive learning fosters active student participation, which in turn leads to deeper understanding and long-term retention (Chen et al., 2022; Dash, 2022; Zhang et al., 2021). Therefore, educators are expected to skillfully manage the learning process by selecting appropriate models and strategies that align with curricular goals and student potential.

In practice, language instruction still tends to rely heavily on traditional, teacher-centered approaches, limiting students' active engagement. One effective alternative is the cooperative learning model, which promotes collaborative problem-solving, mutual respect, and appreciation of diversity. This model fosters a dynamic classroom atmosphere, strengthens motivation, and improves learning outcomes. Based on this context, the present study is titled "Efforts to Improve Language Learning Outcomes Through Cooperative Learning in Class XI Students of MA Nurul Cholil 2 Galis."

Based on the background of the research problem as formulated as follows:

- 1) What are the results of the Language Learning of class XI students at MA Nurul Cholil 2

Galis before the cooperative learning model was implemented learning?

- 2) How to apply the cooperative learning model to improve the learning outcomes of Language students in grade XI MA Nurul Cholil 2 Galis?

2. LITERATURE REVIEW

1) *Learning outcomes*

It is an indicator of educational success, which reflects the extent to which students understand and master the material being taught. Learning outcomes are influenced by various factors, including motivation, learning methods, learning environment, and student involvement (Uswatun Khasanah, 2023; Sanjaya et al., 2022; Darmawan & Pujiastuti, 2023).

2) *Language*

According to Richards and Schmidt (2017), language is a system of communication which consists of a set of sounds and written symbols that are used by the people of a particular country or region for talking or writing. In the context of education, language subjects aim to develop students' communicative competence, including listening, speaking, reading, and writing skills, to

enable them to interact effectively in various social and academic settings (Jacobs & Goh, 2017; Ehsan et al., 2019; Sari, 2020). Language learning also fosters critical thinking and cultural awareness, allowing students to understand both the structure and the function of language as a tool for expression and understanding (Brown & Yule, 2017).

3) *Cooperative Learning*

Cooperative learning is a method that emphasizes cooperation between students in small groups to achieve common learning goals. This model has been shown to increase student motivation, engagement, and understanding of the material being taught (Slavin, 2019; Anwer et al., 2019; Ehsan et al., 2019). According to research, cooperative learning is effective in improving students' interpersonal intelligence (Silalahi, 2024).

3. METHODS

In this study, the researcher employed a qualitative research design. As described by Sugiyono (2021), the qualitative approach is characterized by (1) naturalistic settings, (2) the researcher as the primary instrument, (3) data presented in rich descriptive detail, (4)

inductive data analysis, where conclusions are drawn from specific observations to broader generalizations, and (5) simultaneous and continuous data collection across methods, sources, and techniques.

This qualitative approach was utilized to explore and gain a comprehensive understanding of the phenomena emerging during the language learning process, particularly the classroom environment and student behavior as instruction unfolded (Tisdell et al., 2025; Patton, 2019; Neuman, 2019).

The research took place at MA Nurul Cholil 2, Galis District, Bangkalan Regency, specifically in class XI, comprising 28 students—11 males and 17 females.

The data collected in this study focused on aspects related to language instruction among class XI students. Sources of data included: (1) student questionnaires, researcher observations concerning language learning outcomes, and interviews conducted with the language teacher of class XI; and (2) behavioral records of students documented during the teaching and learning process.

4. RESULTS AND DISCUSSION

a) *Description of Initial Conditions*

The initial step taken by the researcher was to identify the problems in the school, for that the researcher conducted an observation to the research location. Before starting the research, students of class XI MA NURUL CHOLIL 2 Galis consisted of students who had various academic abilities, including students who had high, medium and low academic abilities, but most of them had medium academic abilities. Based on this, students of class XI were chosen as the subjects of this research because they were in accordance with the learning model that would be applied, namely the cooperative learning model.

Pre-test Before entering cycle I and cycle II, the researcher conducted a pre-test. This pre-test was conducted to determine the level of student understanding before cycle I and cycle II were implemented. Students were given a test of 10 questions in the form of a multiple-choice written test. It is known that out of 28 students in the initial test (pre-test) who completed it, 12 people were 40% complete. Students who did not complete it were 16 people with a percentage of 60%. With an average class score of 53.57. So the completeness of

student learning classically in the initial test (pre-test) was 53.5%. learning activities with the lecture model are still not optimal with the evaluation material for giving assignments whether students really understand the material or not.

b) *Description of Cycle 1*

- 1) Overall, the results of observations by class XI teachers in the first cycle were 1) In terms of activity, 58% of students were active, 30% were moderate, and 12% were passive.
- 2) In cooperation (cooperative), 62% of students are active, 28% are moderate, and 10% are passive.
- 3) Meanwhile, from the evaluation results, the level of clarity of answers and questions asked out of 100 was an average of 68, with 16 students completing multiplication learning and 12 students not completing it.

Looking at the data exposure above, with the average value of the evaluation results of cycle-1 actions being 68, then the learning completion of the group discussion quiz has not been achieved. Likewise, learning activities and student cooperation in completing group assignments still need to be improved. And there are still students who are not active and students who are less able to follow learning activities.

Vol 8, No 2 (2025): ESTEEM

Therefore, learning actions still need to be continued in the next cycle.

c) Description of Cycle 2

- 1) The students' enthusiasm for learning and activity is increasing, so much so that when answering questions all the students rush to the front.
- 2) When working on group assignments, each group, each group completes it in different ways. This shows that in this cycle-2 action, students' creativity begins to appear.
- 3) The students' courage and accuracy are increasing, this is in accordance with the results of observations, namely that several students can show and correct the work of other groups.

d) Discussion of Each Cycle

In cycle I, the percentage of overall teacher activity only reached 55.76%, the percentage of overall student activity was 57.5%, and students who achieved a score of 60 and above or students who completed were only 3 people (13.63%), while students who obtained a score below 60 or students who had not completed were 10 people (54.54%), and the average obtained in cycle 1.

In cycle I, researchers and teachers collaborated to analyze the reasons why the evaluation results were still low, namely because:

- 1) The learning process is not yet focused because the application of the cooperative learning model and learning techniques is not yet effective.
- 2) Students are not used to studying in groups so that when doing group assignments, each student still prioritizes themselves rather than other group members.
- 3) The teacher's explanation is too fast, so that students do not understand what the teacher is saying and students do not understand and comprehend what is called the original group and what is called the expert group.

While the expected target in this study is that student learning outcomes reach 80%, in cycle I, student learning outcomes only reached 13.63%, so it is necessary to provide cycle II treatment.

In cycle II the percentage of teacher activity increased to 90.38%, the percentage of student activity increased to 87.5% and the results of student evaluation showed that the number of students who completed learning reached

Vol 8, No 2 (2025): ESTEEM

24 people (81.81%), the number of students who had not completed was 4 people (4.54%), and the average obtained in cycle II with a value of 0.81 with a high category. (KKM 70).

In cycle II the evaluation results were still satisfactory because:

- 1) Each student already understands the lesson material in each group so that when working on group assignments, students can do their assignments well.
- 2) During the discussion, no one disturbs friends.
- 3) Group activity is no longer dominated by smart children alone.
- 4) The division of the original group and the expert group went well.

The expected target in cycle II is that students' language learning outcomes reach 80% and the results obtained in cycle II reached 82%. The results of the classroom action research in cycle II have achieved the expected results, so the researcher decided to end this classroom action research at cycle II only.

e) Research result

Things found in the observation of actions in cycle 1 and cycle 2 :

- 1) Student learning outcomes are getting higher, seen during learning carried out in cycle-1 and cycle-2. Students compete to answer questions ahead.
- 2) After the cycle-1 action, students asked when the researcher would teach again in class XI. This shows that students are happy with the learning delivered by the researcher. The results of the questionnaire also support the same thing, on average students are happy with the languages learning delivered by the researcher.
- 3) Students' creativity is also evident when completing group work. Each group uses their own way to solve problems. Some use task division and some solve problems together.

Discussion

Based on the results of the classroom action research (CAR) conducted in class XI of MA Nurul Cholil 2 Galis, the implementation of the cooperative learning model proved to be effective in improving students' learning outcomes in the subject of Language. This improvement was evident across cognitive aspects (such as test scores), affective aspects (such as enthusiasm and

Vol 8, No 2 (2025): ESTEEM

participation), and psychomotor aspects (such as creativity and collaboration). In the first cycle, student learning achievement remained low, with only 13.63% of students meeting the learning completeness criteria. Several factors contributed to this outcome, including the ineffective initial application of the cooperative learning model, students' unfamiliarity with working in groups, and the teacher's rapid explanation of the material, which caused confusion and hindered comprehension especially regarding the concept of home and expert groups. However, after improvements were made in the second cycle such as clarifying group procedures and increasing the teacher's role in guiding and motivating students the learning outcomes significantly improved. In cycle II, the percentage of students who achieved the expected learning outcomes reached 82%, surpassing the original target of 80%. This result supports Ehsan et al. (2019) assertion that "Cooperative learning improves academic achievement, enhances student motivation, and fosters positive interpersonal relationships." In other words, cooperative learning not only boosts academic performance but also nurtures students' social skills and intrinsic motivation. Furthermore, the increase in students' creativity during group tasks reflects the potential of

cooperative learning to encourage learners to express their ideas and strategies independently. This finding aligns with Vygotsky's theory of the Zone of Proximal Development (ZPD), which emphasizes that effective learning occurs through meaningful social interactions with peers (John-Steiner & Mahn, 2020). The use of group discussions in cooperative learning also encouraged students to speak up, share opinions, and even provide constructive feedback to their peers—demonstrating increased confidence and critical thinking. This is consistent with Insani and Sapriya (2020) research, which found that "Cooperative learning situations result in higher achievement and greater long-term retention than competitive or individualistic learning situations." Therefore, the findings of this study underscore the importance of applying cooperative learning models to foster both academic success and essential 21st-century skills in the classroom.

5. CONCLUSION

Based on the classroom action research (CAR) carried out in Class XI of MA Nurul Cholil 2, it can be concluded that the application of cooperative learning strategies significantly enhances students' learning outcomes in the subject of Language.

Vol 8, No 2 (2025): ESTEEM

The research, conducted across two cycles, demonstrated a progressive increase in student achievement: the first cycle recorded a completion rate of 68%, while the second cycle showed improvement, reaching 82%.

Throughout the implementation of this instructional model, particular emphasis was placed on the teacher's role in actively observing, supporting, and guiding students during group activities. Providing reinforcement in the form of verbal praise or symbolic rewards also proved beneficial in motivating student participation. Additionally, thoughtful group composition was essential to avoid unequal distribution of abilities and to ensure balanced collaboration.

In light of these findings, future studies are encouraged to explore cooperative learning methods across different language competencies such as reading, writing, speaking, and listening. Further research could also examine the long-term impact of such collaborative approaches on students' communicative confidence and language acquisition, as well as their applicability in diverse educational settings.

6. ACKNOWLEDGEMENT

Ika from STKIP PGRI Bangkalan compiled this journal article based on the title: "Efforts to Improve Learning Outcomes in languages Subjects Through Cooperative Learning for Class XI Students of MA Nurul Cholil 2 Galis".

7. REFERENCES

- Anwer, M., Tatlah, I. A., & Butt, I. H. (2019). Effect of cooperative learning on students' achievement in english tenses. *PJE: Pakistan Journal of Education*, 35(2), 103–108. <https://doi.org/https://doi.org/10.30971/pje.v35i2.1017>
- Bakhmat, N., Romanova, I., Oronovska, L., Rudenko, O., & Mogyl, O. (2023). Ukrainian education for peace and security 2023: Technological convergence, artificial intelligence. *Multidisciplinary Reviews*, 6(2023). <https://doi.org/10.31893/multirev.2023spe016>
- Brown, G., & Yule, G. (2017). *Teaching the spoken language: An approach based on the analysis of conversational English*. Cambridge University Press.
- Chen, C.-M., Wang, J.-Y., & Zhao, R.-H. (2022). An effective method for incentivizing groups implemented in a collaborative problem-based learning system to enhance positive peer interaction and learning performance. *Interactive Learning Environments*, 30(3), 435–454. <https://doi.org/https://doi.org/10.1080/10494820.2019.1663435>
- Darmawan, G., & Pujiastuti, H. (2023). Efektivitas model pembelajaran kolaboratif dalam meningkatkan hasil belajar matematika siswa sekolah menengah atas. *Lentera: Multidisciplinary Studies*, 1(4), 244–248.

- Dash, B. B. (2022). Digital tools for teaching and learning English language in 21st Century. *International Journal of English and Studies*, 4(2), 8–13. <https://doi.org/10.47311/IJOES.2022.4202>
- Ehsan, N., Vida, S., & Mehdi, N. (2019). The impact of cooperative learning on developing speaking ability and motivation toward learning English. In *Journal of language and education*. cyberleninka.ru.
- Fadilah, I. A., Jaya, A., & Uzer, Y. (2023). Visual representation and comprehension: the exploration of multimodal text to energize reading of the tenth grade students' at state vocational high school 5 of Palembang. *Esteem Journal of English Education Study Programme*, 6(1), 125–130. <https://doi.org/10.31851/esteem.v6i1.10226>
- Insani, N. N., & Sapriya. (2020). The effectiveness of gallery walk cooperative learning to enhance students' intellectual skill. *2nd Annual Civic Education Conference (ACEC 2019)*, 418, 209–213. <https://doi.org/10.2991/assehr.k.200320.041>
- Jacobs, G. M., & Goh, C. C. M. (2017). *Cooperative Learning in the Language Classroom*. Springer.
- John-Steiner, V., & Mahn, H. (2020). Sociocultural Approaches to learning and development: a vygotskian framework. *Educational Psychologist*, 31(3–4), 191–206. <https://doi.org/10.1080/00461520.1996.9653266>
- Khasanah, U., Miyono, N., Utami, R. E., & Rachmawati, Y. (2023). Pemanfaatan pojok baca dalam menumbuhkan minat baca siswa kelas II Sekolah Dasar. *Jurnal Educatio Fkip Unma*, 9(2), 703-708. <https://doi.org/10.31949/educatio.v9i2.4813>
- Lesiana, N., Mulyadi, Aswadi Jaya, & Pratiwi, E. (2023). Classroom interaction in communicative language teaching of secondary school. *Esteem Journal of English Education Study Programme*, 7(1), 61–71. <https://doi.org/10.31851/esteem.v7i1.12661>
- Love, H. R., & Horn, E. (2019). Definition, context, quality: current issues in research examining high-quality inclusive education. *Sage Journals*, 40(4). <https://doi.org/https://doi.org/10.1177/0271121419846342>
- Neuman, W. L. (2019). Social research methods: qualitative and quantitative approaches. In *Pearson (Seventh Ed)*. Pearson New International Edition. https://www.amazon.co.uk/Social-Research-Methods-Quantitative/dp/0205786839/ref=sr_1_5?s=books&ie=UTF8&qid=1461496914&sr=1-5&keywords=social+research+method+s+qualitative+and+quantitative+approaches
- Nobutoshi, M. (2023). Metacognition and reflective teaching: a synergistic approach to fostering critical thinking skills. *Research and Advances in Education*, 2(9), 1–14. <https://doi.org/10.56397/rae.2023.09.01>
- Palah, S., Wasliman, I., Sauri, S., & Andriana Gaffar, M. (2022). Principal strategic management in improving the quality of education. *International Journal of Educational Research & Social Sciences*, 3(5), 2041–2051. <https://doi.org/10.51601/ijersc.v3i5.497>
- Patton, M. . (2019). *Qualitative Research & Evaluation Methods* (3rd ed.). Sage Publications.
- Richards, J. C., & Schmidt, R. W. (2017). *Longman Dictionary of Language Teaching and Applied Linguistics* (4th ed.). Routledge. <https://doi.org/https://doi.org/10.4324/9781315833835>
- Sanjaya, D. B., Suartama, I. K., Suastika, I.

- N., & Sukadi. (2022). The effect of the conflict resolution learning model and portfolio assessment on the students learning outcomes of civic education. *International Journal of Instruction*, 15(1), 473–488. <https://doi.org/10.29333/iji.2022.15127a>
- Saptiany, S. G., & Prabowo, B. A. (2024). Speaking proficiency among english specific purpose students: a literature review on assessment and pedagogical approaches. *Literacy: International Scientific Journals of Social, Education, Humanities*, 3(1), 36–48. <https://doi.org/10.56910/literacy.v3i1.1392>
- Sari, D. M. M. (2020). Contextual redefinition: A Teaching strategy for enhancing beginner level of reading achievement. *Journal of English Educational Study (JEES)*, 3(2), 110–118. <https://doi.org/10.31932/jees.v3i2.720>
- Silalahi, A. E. C., Aryanti, F., & Futriani, N. L. (2024). Studi Literatur: Model Pembelajaran Kooperatif dalam Meningkatkan Kecerdasan Interpersonal Siswa Sekolah Dasar. *Journal on Education*, 6(4), 18495-18509.
- Slavin, R. E. (2019). *Cooperative Learning Theory*. Nusa Media.
- Southworth, J. (2022). Bridging critical thinking and transformative learning: the role of perspective-taking. *Sage Journals*, 20(1). <https://doi.org/10.1177/14778785221090853>
- Sugiyono. (2021). *Metode Penelitian Pendidikan (Kuantitatif, Kualitatif, Kombinasi, R&D dan Penelitian Pendidikan)* (A. Nuryanto (ed.); Kedua). ALFABETA, CV.
- Tisdell, E. J., Merriam, S. B., & Struckey-Peyrot, H. L. (2025). *Qualitative research: A guide to design and implementation*. John Wiley & Sons.
- Zhang, J., Wang, H., & Liu, Y. (2021). Effects of interactive video on second
- Language Listening. *Language Learning and Tecnology*, 25(2), 87–104.
- Zou, B., Guan, X., Shao, Y., & Chen, P. (2023). Supporting Speaking practice by social network-based interaction in artificial intelligence (ai)-assisted language learning. *Sustainability (Switzerland)*, 15(4). <https://doi.org/10.3390/su15042872>