

# CHAPTER ONE

## INTRODUCTION

### BACKGROUND OF STUDY

We as Christians are taught to live in community. Living in community means living, working, and doing many things together. We need adaptation to live in community. As social beings, we cannot live alone. In Genesis 1:27, we can see how God create Adam and Eve. God know that human need other human. In community, human can learn from each other. Paul in his letter to Roman said that we are able to teach each other,

*“My brothers: I myself feel sure that you are full of goodness, that you have all knowledge, and that you are able to teach one another”*

(Rome 15:14 Today’s English version).

In education, learning in community or learning together is called *cooperative learning*. Cooperation is working together to accomplish shared goals. Within cooperative situation, individuals seek outcomes that are beneficial to themselves and beneficial to all other group members (Johnson & Johnson, 1999). Moreover cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other’s learning (Johnson & Johnson, 1999). Based on Johnson & Johnson, cooperative learning divides into three types, which are formal cooperative learning, informal cooperative learning and cooperative base group. These three types used in different situation depend on the students and teaching learning process.

Although cooperative learning means working together, it doesn’t mean cheating can be called cooperative learning. Cheating in the classroom or a test cannot be called cooperative learning. First of all, we have to define what is

cheating. In *Merriam-Webster's Collegiate Dictionary* (1990), cheating is depriving of something valuable by the use of deceit or fraud and violates rules dishonestly (as at cards, game or on an examination). "Cheating can be seen as an attempt, by deceptive or fraudulent means, to represent oneself as possessing knowledge" (Cizek, 1999). In testing specifically, cheating is violating the rules. In cooperative learning, students work together to maximize their own and each other's learning without violating the rules. From this we can see the difference between cooperative learning and cheating.

In my last practicum, I was placed in Private Christian School in East Java. This Christian school was built in 2000. This school is national plus school, which means all of the interaction in the school including the teaching and learning process, uses English language, but the curriculum using the KTSP curriculum. I taught grade 10 and 11 during my practicum in this school. In grade 10 I taught history and geography, and in grade 11 I taught sociology and civics. From these two grades, most of the time I spent with the grade 10 students because they have more scheduled time with me every weeks. In teaching both grades, most of the time I use cooperative learning method. There are advantages and disadvantages in making them work in groups. One of the advantage from using cooperative learning is the students can share and teach each other. The disadvantage, not all of the students will work in the group but just one or two students.

"Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (Johnson & Johnson, 1999). From the theory above we can see that cooperative learning is one of many methods that we can use to maximize students learning.

## **STATEMENT OF THE PROBLEM**

From the background we can see that the implementation of cooperative learning should be effective. How can we implement cooperative learning? I spent most of the time teaching grade 10 history and most of the time I used cooperative learning in teaching the lessons. In conclusion, the question is how can we implement cooperative learning in teaching grade 10 history classes? This question is the main topic that I found during practicum.

## **PURPOSE OF STUDY**

The purpose of study that I found is to implement cooperative learning in teaching history lesson grade 10. By implementing cooperative learning in grade 10 history lesson, it can help the students understand history lesson in a different way.

## **BENEFITS OF THE STUDY**

This study can be useful for students, teachers, and schools. By implementing cooperative learning effectively students will be able to learn and teach each other. Teachers can learn how to implement cooperative learning. For the school, implementing cooperative learning will increase students' achievement and school's reputation and capabilities in using cooperative learning. With a good reputation and capabilities in using cooperative learning, schools can share the knowledge of cooperative learning with seminars and special courses about cooperative learning. Implementing cooperative learning in grade 10 history will help in delivering the objectives of history lessons to the students.

## DEFINITION OF TERMS

There will be terms that I need to explain to give the right definition that I want the readers know in this paper. To make it clear, here are the explanations:

Cooperative learning, is the instructional use of small groups so that students works together to maximize their own and each other's learning (Johnson & Johnson, 1999)

Achievement is a result gained by effort; the quality and quantity of students' work (Merriam-Webster's Collegiate Dictionary, 2003). "A thing that somebody has done successfully, especially using their own effort and skill" (Wehmeier, 2000).

Community is group of people living in an area, country, or region.(Wehmeier, 2000).

Group work is working together in a groups (can be small or big) to finish or achieve goals. Group work can be discussion, project, presentation, and games.

Small group is working in a group of 3-6 people to finish or achieve goals. Small groups also can be discussion, project, presentation, and games.

Cheating is doing something dishonest to gain advantages in exam or work that violate the rules.

Action research, "action research can be defined as the process of studying a real school or classroom situation in order to understand and improve the quality of actions or instruction" (as cited in Johnson, 2003, p. 1).