# THE EFFECT OF COOPERATIVE LEARNING ON STUDENT'S CRITICAL THINKING SKILLS IN ENGLISH LANGUAGE CLASS

**THESIS**

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## DECLARATION OF ORIGINALITY

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**The Effect of Cooperative Learning on Student's Critical Thinking Skills in English Language Class.**

Adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya,maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

Banda Aceh, 02 April 2024

Saya yang membuat pernyataan


Zatul Hilmi

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# ABSTRACT


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The aim of this study is to explore the impact of cooperative learning methods on students' critical thinking skills in English class and to understand students' perceptions of how these methods enhance their critical thinking abilities. The researcher utilized an experimental design to investigate the effect of incorporating cooperative learning into students' activities at MAN 1 INOVASI Subulussalam. The researcher selected a single class as the sample, using a simple random sampling technique. The sample for this study consisted of approximately 15 students from the class, who had previously undergone pre-tests, treatments, and posttests. The research questions were addressed through pre-experimental research and a questionnaire distributed to the students. The results indicated that a significant increasewas observed in the scores between the pretest and the posttest results. A significant86.6% of students express a strong preference for engaging in group learning with their peers.

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# CHAPTER I

# INTRODUCTION

This chapter describes the background of the study, research question, the aim of the study, the significance of the study and it is followed by the terminology.

## A. Background of Study

Critical thinking is a cognitive process involving the application of logic. Thinking is a mental process that helps people solve issues, make decisions, or fulfill their curiosity. According to Rudd, Baker, and Hoover (2000, as cited in Perry, ,2014) “Critical thinking is a reasoned, purposive, and introspective approachto solving problems or addressing questions with incomplete evidence and information and for which an incontrovertible solution is unlikely” (p.10).

Critical thinking is a skill that is necessary for living, working, and functioning well in many facets of life. The capacity to think critically is crucial in today's society, when science and technology are fast evolving and allowing anyone to acquire knowledge quickly and readily from a variety of sources from anywhere in the world. This has led in quick alterations in the natural order of things as well as global changes. They will be unable to comprehend, analyze, and retrieve the information required if they lack of critical and creative thinking skills. As a result, the capacity to think critically and creatively is a valuable life skill.

Since childhood, critical thinking can be taught and practiced. Critical thinking abilities provide several advantages to a child as he grows. Of course, critical thinking abilities cannot be learned overnight; they must be practiced and ingrained

appropriately. Children are expected to solve problems a good way at school. However, each student has a distinct personality and distinct thinking habits, which makes it difficult for teachers to create a suitable classroom environment. Not to add, in order to develop a critical thinking attitude in students, the appropriate technique is required to ensure that the anticipated results are achieved.

There are several approaches that can be used to help students develop critical thinking skills. One of the methods that can be used is cooperative learning. According to Kagan (1994), cooperative learning is a teaching arrangement that refers to a small, heterogeneous group of students working together to achieve a common goal. In situations like this, interaction between group friends is very necessary to achieve the same learning goals. Cooperative learning means emphasizing thinking skills and promoting higher-order learning as an alternative to grouping and remediation; it can also improve race relations and be a way to prepare students for an increasingly collaborative workforce, morality, responsibility, religiosity, etc. (Nelli & Hartati, 2018).

The application of cooperative learning in the learning process can help students interact with each other. According to Shimazoe (2010), as cited in Zakaria (2010) there are various advantages to using cooperative learning strategies for students. First, cooperative learning improves course retention. Second, cooperative learning provides greater results for students than competitive or individual learning. Third, students can also develop social skills and civic values. Fourth, students also gain high-level critical thinking skills. Fifth, collaborative learning encourages personal development. With the advantages of this method, students are formed into better

personalities from an academic and social perspective.

Cooper (1995) stated that students can develop their critical thinking abilities through cooperative learning. Thinking skills are enhanced in many of these groups by the feedback students receive from teachers and other students on their written and spoken responses. Students' critical thinking abilities can benefit from cooperative learning that is accompanied by reflective thinking exercises. Cooperative learning's dynamic and interconnected elements provide the interpersonal and emotional experiences that strengthen emotional awareness, decision-making, critical analysis, adaptability, creative problem-solving, inventiveness, and goal-directed conduct.

Based on the researcher's experience during teaching practice at school, the majority of students are still too inflexible in their thinking and voicing viewpoints. As a consequence, students become passive and less able to accept their teachers' information. For this reason, the researcher is interested in applying the cooperative learning method in the classroom to find out whether the method has an impact on student's critical thinking.

## B. Research Questions

Related to the background of the study, the research questions are:

1. Does the implementation of Cooperative Learning have an effect on students' critical thinking skills in English class?
2. What is students' perception of implementing the Cooperative Learning method in English Class?

## C. Aims of Study

The objectives of this research are:

1. To find out whether Cooperative Learning has an impact on student's critical thinking.
2. To figure out students' perception of implementing cooperative learning methods in English class.

## D. Significance of Study

This study is expected to contribute academically in several aspects. For teachers, this study will be useful information on the effectiveness of cooperative learning in improving students' critical thinking skills. It also helps the teachers to find alternative methods in the learning process to develop students' critical thinking skills in English language classes. For the students, this study is expected to be used as a reference to solve their problems in the learning process. Lastly, the author anticipated that fellow researchers would examine, revise, or enhance this study and develop additional research on similar topics, catering to different levels and objectives, utilizing the information, model, or references furnished by this study.

## E. Terminology

There are three basic terms that need to be clarified to avoid misunderstandings.

a. Cooperative Learning

Cooperative learning is one of the popular methods of teaching and learning. This type of method is not only used in English classrooms but also for all courses.

English teachers frequently use the method in English classrooms both formal and informal teaching. In line with the statement, Johnson (2013), concluded that cooperation means people work together to accomplish goals. In this part, they work to achieve the result from group members. Cooperative learning exists when a small group of students work to enhance their own and their group mates' learning. In this study, the writers will apply cooperative learning as a method to develop students' critical thinking in English language classrooms.

b. Critical Thinking

Critical thinking is a person's ability to analyze a problem or idea to get an accurate solution based on real data and evidence. This is in line with Hoover (2000, as cited in Perry, 2014): "Critical thinking is a reasoned, purposeful and introspective approach to solving problems or answering questions with complete evidence and information that is unlikely to produce a solution that cannot be denied." (p. 10).

In this research, the author intends to evaluate how students' critical thinking skills grow in English classes. Critical thinking is measured based on HOTS, according to Larrson (2017), in order for pupils to work in the modern workforce, they must acquire 21st-century abilities. Critical, rational, reflective, metacognitive, and creative thinking are examples of high order thinking skills. The four categories of HOTS are: critical thinking, creative thinking, decision making, and problem solving.

c. English Language Classroom

An English language classroom refers to a learning environment where the

predominant language of instruction is English, and where the instructors demonstrate proficiency in the English language. In this study, the writer will use English to instruct the teaching-learning process in the class.

# CHAPTER II

# LITERATURE REVIEW

This chapter describes the theory used in the research. It covers a brief discussion of Critical thinking and the Cooperative learning method which included definition of critical thinking, components of critical thinking skills, factors that affect critical thinking skills, the advantages of critical thinking skills, definition of cooperative learning method, types of cooperative learning method, and the benefits of using cooperative learning method.

## A. An Overview of Critical Thinking

### 1. Definition of Critical Thinking

According to Howard (2015), critical thinking skills involve the utilization of one's reflective knowledge and experiences to their fullest extent. These skills enable individuals to comprehend a problem along with its related elements, analyze and confirm facts relevant to the issue, draw appropriate conclusions, and subsequently determine an appropriate course of action. In alignment with this definition of critical thinking, Asay and Curry (2003), assert that critical thinking encompasses a scientific thinking process, which includes identifying and defining an issue, gathering in-depth information about the issue, analyzing situations in relation to the problem, generating potential solutions for the addressed issue, and evaluating the proposed solutions.

Students are expected to connect their ideas and ways of thinking with contextualized areas of life through the application of the critical thinking paradigm. As a result, students will learn how to act, think critically, and solve problems by taking into account the circumstances surrounding them (Tathahira, 2020).

According to the statement above, it can be concluded that critical thinking skills is a scientific process that identifies a problem, seeks information and analyses other facts related to a problem, produces solutions as an action to solve related problems and evaluates an action that has been decided

**2. Components of Critical Thinking Skills**

According to Facione (2013), there are 6 aspects that are taught to students to increase their critical thinking skills, such as Interpretation, Analysis, Evaluation, Inference, Explanation and Self- Regulation.

a. Interpretation

Interpretation is the ability to understand and know the meaning or intent of a variety of experiences, situations, data, events, decisions, conventions, beliefs, rules, procedures, and criteria. The process of interpreting data involves examining it and deriving conclusions from it. It entails going over data to find trends, connections, and patterns that can shed light on the underlying phenomena under study (Alsaleh, 2020).

b. Analysis

Analysis entails recognizing the correct intentions and connections

among statements, inquiries, ideas, depictions, or other types of queries to articulate beliefs, decisions, experiences, reasons, information, or opinions. It involves deconstructing knowledge items into their fundamental elements to pinpoint their origins (Petrina, 2019).

c. Evaluation

The mean of evaluation is an ability to assess the credibility of a statement or other presentation by assessing or providing a description of a person's perception, experience, situation, decision, belief, or opinion; and to assess the logical strength of inferential relationships between statements, descriptions, questions, or other representations. Chen (2015) stated that methodical assessment of the quality of projects, programs, and their constituent parts in order to inform decisions, form judgments, and gather fresh information in order to address the demands of recognizedstakeholders and bring about improvements or accountability that eventually add to organizational or social value.

d. Inference

Inference involves recognizing and choosing the necessary components to draw logical conclusions, formulate hypotheses, and focus on pertinent information to minimize the implications derived from data, statements, principles, evidence, judgments, beliefs, opinions, concepts, descriptions, questions, or other forms of presentations. Haugh (2012) explained that a fundamental method of reasoning known as inference allows us to infer implications from a premise and draw conclusions that seem necessary,

appropriate, or acceptable to make (including implicatures).

e. Explanation

Explanation is the ability to state the results of one's process, the ability to justify a reason based on evidence, concepts, methodologies, criteria, and certain criteria that make sense; and to explain someone's reasons with convincing arguments. The explanation is the primary task of any technical communicator, an answer would only be accepted if it could be inferred—by deduction—that if, for instance, a bean did escape its sack (Manning, 2001).

f. Self-Regulation

Individual awareness involves overseeing one's own actions, the components utilized, and the outcomes generated through the application of analytical and evaluative skills to assess one's decision-making abilities through questioning, affirmations, validations, or adjustments. Self-regulation is the process by which an individual controls her or his own psychological state. When internal or external obstacles make it difficult for an intended action to be carried out efficiently, self-regulation becomes essential (Smelser, N. J., & Baltes, P. B. (Eds.)., 2001).

It is clear from that classification that each element of critical thinking is essential. Students attempt to identify the issues and occurrences they encounter during the first step of interpretation. The following step is analysis, in which students start to examine potential questions to solve the problems that are emerging. Through evaluation, students are able to relate the issues they encounter

to their individual viewpoints and experiences. Students use inference to determine which components are required to solve their challenges. Students can provide an explanation of the processes and outcomes of problem-solving based on the evidence they have gathered. Last but not least, students can gain lessons about the cause and impact of the process as well as the problem-solving itself in the self-regulation phase that follows the problem-solving phase.

**3. Factors that Affect Critical Thinking Skills**

There are several factors that can affects student's critical thinking skills, those are:

a. Physical Condition

In previous research, Sarwanto et.al (2018) stated that physical condition is the most important factor in students' critical thinking skills. Physical conditions are likened to elements that have been integrated into the student's body that cannot be separated. If the physical condition is bad, then it will interfere with students' critical thinking skills and will disrupt their concentration so that their learning enthusiasm decreases.

b. Motivation

According to Mariska (2013), motivation is an encouragement that is within a person to try to make changes in behavior that is better in meeting needs. Meanwhile, Juniar (2016) argued that in simple terms, motivation pertains to the inquiry into individuals' reasons for selecting one activity over another, the level of energy and effort they're willing to invest in the

activity, and the duration for which they'll sustain engagement in the activity.

c. Anxiety

Anxiety is a person's emotional state of a possibility that can harm himself or others. According to Riasmini (2000) anxiety arises automatically if the individual receives an excessive stimulus that goes beyond handling it (internal, external). Reactions to anxiety can be; a) constructive, motivating individuals to learn and make changes, especially changes in feelings of discomfort, and focus on survival; b) destructive, causing maladaptive behavior and dysfunction involving severe anxiety or panic and can limit a person in thinking.

d. Intellectual Development

The level of intellectual development of students differs from one student to another. There are several factors that influence the intellectual development of students. Intellectual development is also influenced by the age of the students themselves.

e. Interaction

According to Himawan (2014), one aspect that can impact the enhancement of critical thinking abilities is the interaction between educators and learners. An environment conducive to learning heightens students' engagement in the learning process, enabling them to focus on problem-solving tasks effectively.

Drawing from the aforementioned explanation, it is evident that multiple elements are significant contributors to students' critical thinking abilities. These include physical condition, where students must be in good health; high motivation to overcome obstacles and deal with real-world situations; anxiety factors, where students must not experience anxiety when thinking; intellectual development, where students must read and learn new material; and interaction, where students must interact with peers in order to solve problems effectively.

**4. The Advantages of Critical Thinking Skills**

According to Apriliana (2017), the benefits of critical thinking are describedbelow:

a. Have many alternatives answers and creative ideas

Where you will also be able to think independently and reflectively. Think and acting reflectively is actions and thoughts that you don't plan, happen spontaneously and just like that reflexively. Get used to think critically too makes you have many alternative answers as well as creative ideas. If you have a problem, you don't just stick to one solution or solution, you will have many options or problem-solving options the. Critical thinking will make you have a lot of creative ideas and innovative and out of the box. Gafour & Gafour (2020) emphasized that being creative will force someone to think "sideways" in order to approach problems from new angles and with unique perspectives. They'll employ a variety of strategies, such as provocations, to resolve the problems.

b. Easy to understand other people's point of view

Critical thinking makes your mind and brain more flexible. You won't too rigid in thinking about the opinions or ideas of others. You are easier to accept other people's opinions and perceptions that differ from your own perception. This is indeed not easy to do, but if you have become accustomed to critical thinking, then naturally, automatically spontaneity, this will be easy for you to do (Crawford, 2012).

c. Be a good co-worker

There are many other benefits that you can get from critical thinking. And those benefits are generally interrelated. For example, you are easier, more open, accepting, and not rigid in accepting opinions other people, you will certainly be more respected by your co-workers. Because you willing to accept the opinions of others with an open mind. So, co-workers you will definitely think of you as a good co-worker. In the work environment, other important things besides work and relationships with boss is the work environment (Indrašienė et.al., 2020).

d. More independent

Critical thinking enables you to think more independently, whichmeans you don't have to always rely on others. When faced with acomplicated situation and difficult and have to make a decision immediately, you don't have to wait someone you think is capable of solving problems, because you can also solve this problem on their own. By having a mind critical, you can come up with ideas, ideas, and suggestions good problem solving. By thinking critically, you will train

your brain to think more critically, sharper, creative, and innovative (Alsaleh, 2020).

e. Often find new opportunities

By thinking critically, you are more likely to find new opportunities in everything, whether in work or business or your business. Critical thinking makes your mind sharper in analyzing a problem or situation. Of course, this will have an impact on your own vigilance. To find opportunities, it takes a sharp mind and able to analyze the opportunities that exist in a situation. Thinking critically about works in your favor, because you will be quicker to find opportunities than people who are not used to critical thinking (Neba, 2020).

f. Minimize misperception

Misperceptions will often occur if you are not used to critical thinking. The moment you receive a statement from another person and that other person also believes in that statement then if you have critical thinking, you will seek the truth of that perception. You will not easily be wrong in a perception that is not necessarily true just by someone else saying it is true. When you know the perception of another person is wrong you will help not only yourself but that person as well. The more you think critically this will minimize misperceptions (Facione, 2015).

g. Not easy to deceive

Critical thinking allows you to think more rationally and with reason.

You make decisions based on facts, or you will analyze assumptions first and then relate them to facts. You don't easily believe what other people say. This will make it easier for you not to be deceived or cheated by others (Halpern & Dunn, 2021).

According to the justification provided, critical thinking has a number of advantages for pupils, including the ability to solve problems creatively and with a greater variety of options. It becomes simpler to comprehend the viewpoints of others, transforming pupils into persons who can work well in groups, be self-reliant, seize many chances, reduce misconceptions, and connect issues to known facts.

## B. Cooperative Learning in Brief

### 1. Definition of Cooperative Learning Method

In education world, cooperative learning can be defined as a learning method in which students with a common purpose work together in small groups, where each group member is responsible for the learning of other members (Johnson, Johnson, & Smith, 2014). According to Namaziandost, Nasri, & Rahimi Esfahani (2019), cooperative learning is an instructional tool or method used to encourage students to do academic assignments. It also refers to the teaching technique where students work in groups on certain activities to maximize each other's learning and to achieve certain goals (Nasri & Biria, 2017). In Cooperative Learning, students work in small groups to help each other learn academic content (Amedu & Gudi, 2017). Based on the definition above, cooperative learning is a learning method applied by the teacher in the

learning process to facilitate students in achieving the same learning objectives.

**2. Types of Cooperative Learning Method**

According to Johnson, Johnson, and Smith (1998), cooperative learning groups can be of three different kinds. Cooperative base groups, informal cooperative learning, and formal cooperative learning are these three categories.

a. Formal Cooperative Learning

This kind of cooperative learning takes place over a few weeks or even months in order to accomplish common objectives and finish a particular work or project. After establishing the students' goals and outlining the fundamentals of cooperative learning, the instructor can utilize this to teach any subject or course and ensure that the cooperative learning approach is successful. In structured cooperative learning, groups of three to five students should be diverse. The students can begin their studies using the cooperative learning technique that their teacher, who will be present to oversee them, has assigned (Almuslimi 2016).

b. Informal Cooperative Learning

This kind of group education lasts anywhere from a few minutes to an entire session. It is used by educators to improve direct education, which includes summarizing, presenting, and having discussions. The instructor may invite the class to explore a question she poses or to list the key ideas

covered in the class. Accordingly, it is transient and does not persist for a long time (Almuslimi 2016).

c. Base Group Cooperative Learning

Cooperative Learning in Base Group Cooperative learning could go on for a year or more. The participants ought to demonstrate some level of dedication and ought to help and inspire the other pupils. This type is also beneficial for students who wish to successfully finish and master a course. Base groups, according to Almuslimi (2016), are beneficial for socially excluded students who are carefully selected and thereafter placed in groups. Almuslimi (2016) states that the major goal of this kind of cooperative learning is to help students become more socially adept.

**3. The Benefits of Using Cooperative Learning Method**

According to Johnson and Johnson (1998, as cited in Algani, 2021), the cooperative learning method has several benefits for educational process if it is used properly according to the scientific method. Here are some important benefits of cooperative learning methods in the educational process:

a. Teaching facts and theories is a secondary goal in relation to the purpose of teaching critical thinking and the use of higher levels of reasoning processes in many fields of study relating to science and technology.

b. Attitude toward classmates: regardless of disparities in ability, gender, race, or social class, cooperative education experiences work to instill

positive attitudes in learners toward their peers in the cooperative education group.

c. Collaborative skills: Teaching signifies something and a future direction because school-based learning tries to educate students for a job and the responsibilities that come with it.

d. Self-esteem: According to Johnson and Johnson, cooperative learning experiences boost self-esteem more than competitive or solo learning experiences.

e. Relationships with the teacher: The impact of cooperative learning experiences extends beyond the development of relationships between students and their classmates inside the learning group or class, as well as the development of relationships with the teacher.

Enhancing critical thinking abilities, cultivating positive social attitudes toward peers, fostering a sense of shared learning as well as competition, and fortifying relationships with teachers are just a few advantages of cooperative learning.

Students that use cooperative learning will be more engaged. Throughout the teaching and learning process, they are accountable for their own education in their group. Furthermore, they are enthusiastic and driven to study and make an effort to comprehend the context because they have a duty as educators to impart knowledge and information to others. This method can be used to teach writing in addition to reading, speaking, and listening (Chamisah, 2013).

## C. Previous Studies

Garcha (2019) in his study found that in addition to offering structure, cooperative learning methods allow students to pose logical questions, engage in peer discussions about the material, and model higher order thinking skills including critical idea evaluation and higher order thinking when working in groups.

Furthermore, Gillies (2016) found that students are more likely to: accept personal responsibility for their contributions to the group and their behaviors toward group members; feel motivated to work together to achieve both their own and the group's goals; and respect others' contributions when these essential elements are embedded in the group; make a commitment to using democracy to settle disputes; and, make positive efforts to manage the assignment and sustain productive working relationships.

Zang & Chen (2020) in their study found that the experimental group had considerably higher critical thinking disposition scores overall and on subscales compared to the control group. In the experimental group, 100% of participants reported having strong dispositions or good inclinations toward critical thinking, compared to 85% in the control group. The clinical practicum, which is built on cooperative learning, has found to be beneficial in fostering students' inclinations toward critical thinking.

Prior studies concentrated on tracking advancements and modifications in students' critical thinking as a result of cooperative learning. Furthermore,

experimental research was the only method used in earlier studies to gauge how far along students' critical thinking skills had developed. In order to better comprehend students' impressions of the growth of their own critical thinking, the researcher in this study used a questionnaire as an additional data instrument in addition to experimental research.

# CHAPTER III

# RESEARCH METHODOLOGY

This chapter discusses the research method of this study. It covers discussion about research design, research participants, data collection, and data analysis.

## A. Research Design

The research design employed in this study is a quantitative method using an experimental research design. Experimental research, as defined by Sugiyono (2018, as cited in Syafrial, 2021), is a research method used to determine the impact of specific treatments on other variables under controlled conditions. This method aims to establish causal relationships between variables and to observe and measure the effects of one or more manipulations in an experiment.

In this study, the researcher utilized an experimental design to investigate the influence of Cooperative Learning on students' critical thinking skills in an English class. The specific design used in this research is pre-experimental. Students underwent a pre-test before receiving the treatment, and a post-test will be administered after the treatment. It's important to note that the pre-experimental design applies treatment to research subjects without the inclusion of a control group for comparison.

## B. Research Location

This study took place at MAN 1 INOVASI Subulussalam; it is located at Kecamatan Penanggalan, Subulussalam, this school is accommodating

students from various regions of Aceh. These students have diverse abilities and knowledge, particularly in the English Language Classroom. In daily life, many students use Acehnese with their classmates, roommates, and even their parents. This school offers two different class majors, Science and Social, with a greater emphasis on English in the Science class.

## C. Research Participants

1. Population

According to Sugiyono (2010 as cited in Pandiangan, 2021) population refers to a broad category comprising objects or subjects possessing specific qualities and characteristics identified by researchers for study and subsequent conclusions. In this particular investigation, all students in the second grade of science class at MAN 1 INOVASI Subulussalam will be employed as the research population.

2. Sample

A sample is a representative subset of the population, chosen to capture the diverse characteristics of various population units Sukhla (2020). In this study, the researcher selected a single science class as the sample, using a simple random sampling technique. According to Gay (2012, p.131), the goal of simple random sampling is to ensure that the individuals selected are a true representation of the entire population. Thus, the researcher employed this method, where each individual in the population has an equal chance of being chosen.

This approach minimizes bias and enhances the applicability of the findings to a broader population. Consequently, the sample for this study consisted of approximately 15 students from the science class. To obtain a sample using random sampling from the research population, the researcher used the random lottery technique by following the following steps: First, the researcher wrote down the class names on individual pieces of paper, each representing a specific group of students. Second, the papers were drawn randomly. After the random drawing, one paper was selected. This process ultimately resulted in the selection of one class to be used as research samples for the experimental class.

## D. Data Collection

The goal of this study is to investigate the impact of incorporating cooperative learning into students' activities at MAN 1 INOVASI Subulussalam on their critical thinking skills. Before commencing the research, a pre-test was conducted to assess students' understanding of cooperative learning and to evaluate its potential influence on their critical thinking skills. Following the assessment of students' knowledge of cooperative learning, experimental teaching was carried outusing a cooperative learning approach to gauge student reactions.

During this phase, students were divided into groups of five, with an emphasis on both individual (45%) and group (55%) learning activities. This phase spanned

four sessions. Subsequently, the researcher assessed the results of the experimental teaching through a post-test, which captured the reactions and experiences of students after the implementation of cooperative learning in their lessons. The following is the assessment rubric used by the researcher to evaluate students' writing.

| Component of Writing | Score | Level | Indicators | Weight |
|---|---|---|---|---|
| Content (C) | 4 | Excellent | Present the information well-chosen details across the paragraph | 3 |
| | 3 | Good | Present the information with details in parts of the paragraph | |
| | 2 | Fair | Present the information with some details | |
| | 1 | Poor | Present no clear information | |
| Vocabulary (V) | 4 | Excellent | Good in vocabulary choice | 2.5 |
| | 3 | Good | Error in vocabulary choice is few and do not interfere with understanding | |
| | 2 | Fair | Error in vocabulary choice is few and sometimes they interfere with understanding | |
| | 1 | Poor | Many errors in vocabulary choice that severally interfere with the understanding | |
| Grammar (G) | 4 | Excellent | Good in grammar | 2.5 |
| | 3 | Good | Error in grammar is few and do not interfere with understanding | |
| | 2 | Fair | Error in grammar choice is few and sometimes they interfere with understanding | |
| | 1 | Poor | Many errors in grammar choice that severally interfere with the understanding | |
| Mechanics (M) | 4 | Excellent | Good in spelling, punctuation, and capitalization | 2 |

| | | | | |
|---|---|---|---|---|
| | 3 | Good | Error in spelling, punctuation, and capitalization are few | |
| | 2 | Fair | Error in spelling, punctuation, and capitalization, and sometimes interfere with understanding | |
| | 1 | Poor | Error in spelling, punctuation, and capitalization, and severely interfere with understanding | |

Scoring rubric adapted from Jacobs et al., 1981

Additionally, a questionnaire was administered to gather students' perceptions of the implementation of cooperative learning in the English class. This questionnaire consisted of 20 statements adopted from the CSLP (Centre for the Study of Learning and Performance). The Likert scale, including Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD), was used in the survey to measure participants' opinions. Each questionnaire statement was assigned a numerical score on a scale of 1 to 4.

Table 3.1
*Range score of statement*

| **Answers** | **Score** |
|---|---|
| Strongly Agree (SA) | 4 |
| Agree (A) | 3 |
| Disagree (D) | 2 |
| Strongly Disagree (SD) | 1 |



## E. Data Analysis

Data analysis methods are important in research, at this stage the research results will be calculated and added up according to the sample that has been

selected for research. According to Sudjana (2016), the following formula can be used to calculate a student's average score.

Calculating the mean score of the pre-test and post-test:

$$\overline{X} = \frac{\sum X}{N}$$

Where:

$\bar{\times}$ = Mean Score

$\sum \times$ = Total Score

$N$ = Total Respondent

Finding out the significant difference between pre-test and post-test.

$$t = \sqrt{\frac{md}{\frac{\sum x^2 d}{N\,(N-1)}}}$$

t = score

Md = mean of differences between pre-test and post-test

∑X d = amount of quadrate deviation

N = total students

In examining the questionnaire findings, the researcher organized the data into categories and depicted the responses as observed frequencies. Following the calculation of data frequencies, the researcher then converted them into percentage figures.

$$P = \frac{F}{N} X100$$

Annotation:

P: Percentage

F: Frequency of the respondents

N: The number of respondents

# CHAPTER IV

# FINDING AND DISCUSSION

This chapter presents the results and discussion of the data presentation. It consists of two sections. The first part is the findings, which involve the use of a questionnaire for data collection and the pre-experimental research method. The results are presented in tables showing the pre-test and post-test outcomes, along with T-tests conducted using SPSS. The second part comprises a discussion of the findings, presented to address the research questions.

## A. Research Finding

The research question in this study is as follows: Does the implementation of Cooperative Learning have an effect on students' critical thinking skills in the English class? To address this query, the researcher utilized SPSS to examine the results and identify any disparities in outcomes pre and post-treatment.

### 1. Teaching Learning Process in the Classroom

The teaching and learning process consist of four sessions, during each of which students are provided with material related to the topic being studied. The learning process unfolds as follows:

a. First Meeting

In the first meeting, students will be given a pre-test to assess their ability in recount text before using the cooperative learning method. The pre-test aims to help researchers evaluate students' critical thinking skills during the learning process, and later the pre-test scores obtained by students will be compared with the post-

test scores at the end of the learning process. The pre-test consists of multiple-choice questions comprising two texts, each with five multiple-choice questions. The test lasts for 20 minutes. It is completed individually, and students work on it according to their abilities without prior knowledge or study of the recount texts. After the pre-test ends, the researcher collected the results and commenced the learning process. At that stage, students started receiving their first treatment. The researcher provided explanations about the definition, examples, types, structure, language features, and social functions of recount text to provide clear understanding to the students. In the first meeting, the learning process takes place for 45 minutes, with 20 minutes allocated for the pre-test and 25 minutes for students to begin learning about recount text.

b. Second Meeting

In the second meeting, the researcher initiated the learning process by inviting students to recall the material learned in the previous meeting. The researcher posed several questions related to the material. After stimulating the students, the researcher divided them into three groups, with each group consisting of 5 students. Subsequently, the researcher provided a recount text to each group. The task for each group was to determine the structure of the text based on the material they had learned in the first meeting. After determining the text structure, they would identify language features by listing all the verbs found in the text and writing their meanings. While the group work was in progress, the researcher assisted the students in discussing their tasks and answered some of their questions. In the final

session, the researcher asked the students to reflect on the learning process in the second meeting and provided a brief overview of the next meeting.

c. Third Meeting

In the third meeting, similar to the previous one, the researcher began the class by posing several questions to the students regarding the learning in the second meeting to recall their memories and knowledge they had acquired. Afterward, the researcher presented a PowerPoint containing information about the types of recount texts and examples. The types of recount texts shown to the students were biography, historical event, and personal experience. Subsequently, the students asked several questions about these types of recount texts, actively engaging in the learning process. Following this, the students sat in the groups assigned in the previous meeting. They were given a post-test task of creating their own recount text, with the chosen type being personal experience. This was done to allow students to recall their own experiences and to make it easier for them to create a text based on their experiences.

The post-test was conducted in groups with the aim of actively involving students, honing critical thinking skills, and applying cooperative learning methods. The post-test was administered to assess the progress and development of students after undergoing treatment and the learning process. The results of the post-test were collected, and the scores obtained were compared with the pre-test scores to evaluate student abilities. The learning process in the third meeting lasted for 45 minutes, with 15 minutes allocated for learning about types of recount texts and 30 minutes for completing the post-test.

d. Fourth Meeting

In the fourth meeting, the researcher distributed questionnaires to the students. These questionnaires aimed to determine students' perceptions of the use of cooperative learning methods on their critical thinking abilities. The questionnaire comprised 20 statements with a four-point scale, including 10 statements related to students' positive perceptions and 10 statements related to their negative perceptions. Subsequently, the completed questionnaires were collected by the researcher for data processing. The fourth meeting lasted for 45 minutes, with 30 minutes allocated for students to fill out the questionnaires provided by the researcher, and the remaining 15 minutes dedicated to students reflecting on the learning process they had undergone over the four meetings. The reflection involved discussing the delivery of material, teaching methods, and progress in theirabilities. Finally, the researcher concluded the class by offering motivational words to encourage the students to keep learning.

**2. Pretest Score**

There were 15 students who participated in the pretest process to answer questions about recount texts. The results of the pretest are presented in the table below.

Table 4.1
*Students' pre-test score*

| No | Students' Initial | Pre-test Score |
|---|---|---|
| 1 | FH | 50 |
| 2 | RD | 50 |
| 3 | FZ | 50 |
| 4 | RD | 50 |
| 5 | FR | 50 |
| 6 | NS | 60 |
| 7 | YA | 60 |
| 8 | RS | 60 |
| 9 | AE | 60 |
| 10 | MR | 60 |
| 11 | MTF | 70 |
| 12 | TH | 70 |
| 13 | FR | 70 |
| 14 | ES | 70 |
| 15 | IS | 70 |
| | **Total** | **900** |



These pretest scores could then be displayed in a table of frequency distribution below:

Table 4.2
*Table of the percentage of the students' pretest score*

| Score | Students' frequency | Students' percentage |
|---|---|---|
| 50 | 5 | 33.33% |
| 60 | 5 | 33.33% |
| 70 | 5 | 33.33% |
| Total | | 100% |

Table 4.2 indicates that the lowest score achieved by students is 50. Specifically, 5 students received a score of 50, accounting for 33.33% of the total. Additionally, 5 other students scored 60 (33.33%), and another group of 5 students attained a score of 70 (33.33%).

Based on the data presented in the above table, the researcher can calculate the mean as follows:

$$X = \sum \frac{fx}{N}$$

$$X = \frac{900}{15}$$

$$X = 60$$

By dividing the total scores of the students by the number of students, the researcher determined the mean score of the pre-test, which is 60. This mean score indicates that, on average, students have not yet approached the maximum possible score of 100.

### 3. Post test Score

In the post-test, students were divided into three groups using cooperative learning, with each group consisting of 5 students. The results of the post-test for each group are presented in the table below:

Table 4.3
*Students' post test score*

| No | Students' Initial | Pre-test Score |
|---|---|---|
| 1 | FH | 80 |
| 2 | RD | 80 |
| 3 | FZ | 80 |
| 4 | RD | 80 |
| 5 | FR | 80 |
| 6 | NS | 88 |
| 7 | YA | 88 |
| 8 | RS | 88 |
| 9 | AE | 88 |
| 10 | MR | 88 |
| 11 | MTF | 92 |
| 12 | TH | 92 |
| 13 | FR | 92 |
| 14 | ES | 92 |
| 15 | IS | 92 |
| **Total** | | **1300** |

Based on the post-test data obtained above, the researcher could present the frequency and percentage of students as follows:

Table 4.4
*Table of percentage of the students' post test*

| Score | Students' frequency | Students' percentage |
|---|---|---|
| 80 | 5 | 33.33% |
| 88 | 5 | 33.33% |
| 92 | 5 | 33.33% |
| | Total | 100% |

Table 4.4 indicates that the lowest score from the students' post-test results is 80. Five students scored 80 (33.33%), another five scored 82 (33.33%), and five students received a score of 92 (33.33%).

Based on the post-test scores, the researcher can formulate the mean value as follows:

$$X = \sum \frac{fx}{N}$$

$$X = \frac{1300}{15}$$

$$X = 86.6$$

The average score from the post-test is 86.6. This result indicates an improvement in students' scores from the pre-test to the post-test. The average pre-test score is 60, and the average post-test score is 86.6, showing an increase of 26.6. This signifies that students have experienced an improvement from the pre-test to the post-test.

**4. The differences in Students' Score in Pretest and Post test**

Table 4.5
*The differences in students' score in pretest and post test*

| No | Students' Initial | Pre test | Post test | Differences |
|---|---|---|---|---|
| 1 | FH | 50 | 80 | 30 |
| 2 | RD | 50 | 80 | 30 |
| 3 | FZ | 50 | 80 | 30 |
| 4 | RD | 50 | 80 | 30 |
| 5 | FR | 50 | 80 | 30 |
| 6 | NS | 60 | 88 | 28 |
| 7 | YA | 60 | 88 | 28 |
| 8 | RS | 60 | 88 | 28 |
| 9 | AE | 60 | 88 | 28 |
| 10 | MR | 60 | 88 | 28 |
| 11 | MTF | 70 | 92 | 22 |
| 12 | TH | 70 | 92 | 22 |
| 13 | FR | 70 | 92 | 22 |
| 14 | ES | 70 | 92 | 22 |
| 15 | IS | 70 | 92 | 22 |

Table 4.5 indicates that the minimum difference between pre-test and post-test scores is 22, and the maximum difference is 30.

**5. T-test**

The T-test is a statistical method employed to evaluate the means of two distinct groups. Hypothesis testing is employed to ascertain whether a treatment or intervention has an effect on the target population or if there are differences between two groups.

Table 4.6
*Comparison Score by Using T-test*

**Paired samples statistics**

| | | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pretest | 60.00 | 15 | 8.452 | 2.182 |
| | Post test | 86.67 | 15 | 5.164 | 1.333 |

**Paired samples test**

| | | Paired Differences | | | | | T | Df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Differences | | | | |
| | | | | | Lower | Upper | | | |
| Pair 1 | Pretest Posttest | -26.667 | 3.519 | 0.909 | -28.615 | -24.718 | 29.352 | 14 | .000 |

According to Table 4.6, the post-test scores were 86.67 and the pretest mean was 60.00. At that point, the t-count was 29.352 and the number of standard deviations was 3.519. In order to compare the T count with the T table in significance 5% on the table for the two-tailed test, this would be necessary. Consequently, the following conclusion could be made:

$$T_{table} - \frac{T \propto}{2}, n - 1$$

$$= \frac{T0.05}{2}, 15 - 1$$

$$= 0.025,14$$

$$= 2.144$$

The $T_{table}$ indicates that the statistical test Tcount is 29.352 and the critical score is 2.144 at the significance level of 5% (α= 0.05). The hypothesis could be used to draw a conclusion.

Ho is accepted if $T_{count} < T_{table}$. indicating that there is no significant influence of cooperative learning methods on students' critical thinking skills.

Ha is accepted if $T_{count} > T_{table}$. Indicating that there is a significant influence of cooperative learning methods on students' critical thinking skills.

Furthermore, the data analysis result indicated that the $T_{table}$ is 2.144 and the $T_{count}$ is 29.352. $T_{count} > T_{table}$ (29.352 > 2.144) indicates that the pretest and post-test scores differed from one another. Furthermore, the table paired sample test T-Test's two-tailed significance value (0.000) was less than 0.05 (5%). It was also conceivable to conclude that there was a substantial difference between pretest and post test results.



**6. Result of Questionnaire**

Questionnaires were distributed to 15 students who had previously undergone pre-tests, treatments, and post-tests. The questionnaire aimed to answer the second research question: 'What is students' perception of implementing the Cooperative

Learning method in the English class?' The questionnaire is structured into two sections. The first section comprises statements regarding students' preferences for cooperative learning, while the second section includes statements indicating that students are not particularly fond of cooperative learning.

Table 4.7
*Students enjoy the cooperative learning method*

| No | Question | Strongly agree | | Agree | | Disagree | | Strongly Disagree | | Index Percentage | Index Average |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | | |
| 1 | I enjoy studying in groups with friends | 8 | 53.3 | 7 | 46.6 | 0 | 0 | 0 | 0 | 13.25 | |
| 2 | Studying in a group makes me more active and participative | 10 | 66.6 | 5 | 33.3 | 0 | 0 | 0 | 0 | 13.75 | |
| 3 | In a group study, I have the opportunity to express opinions and ideas | 8 | 53.3 | 7 | 46.6 | 0 | 0 | 0 | 0 | 13.25 | |
| 4 | I can ask my groupmates about things I don't understand | 7 | 46.6 | 8 | 53.3 | 0 | 0 | 0 | 0 | 13 | 13.32 |
| 5 | When expressing opinions in the group, I provide real-life examples and relate them to experiences | 10 | 66.6 | 5 | 33.3 | 0 | 0 | 0 | 0 | 13.75 | |
| 6 | I listen to my friends' | 7 | 46.6 | 8 | 53.3 | 0 | 0 | 0 | 0 | 13 | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | opinions and gather information from various sources | | | | | | | | | | |
| 7 | I can easily understand materials and texts when learning in a group | 8 | 53.3 | 7 | 46.6 | 0 | 0 | 0 | 0 | 13.25 | |
| 8 | When hearing information and opinions from friends, I ensure their accuracy first | 9 | 60 | 6 | 40 | 0 | 0 | 0 | 0 | 13.5 | |
| 9 | I enjoy discussing new things I come across | 10 | 66.6 | 4 | 26.6 | 1 | 6.6 | 0 | 0 | 13.5 | |
| 10 | Before writing a text, I read several texts as references | 8 | 53.3 | 6 | 40 | 1 | 6.6 | 0 | 0 | 13 | |

Based on Table 4.7, it is indicated that a total of 8 students (53.3%) chose 'strongly agree,' and 7 students (46.6%) chose 'agree' when they were asked if they enjoy learning with their friends. No students selected 'disagree' or 'strongly disagree.' Moving on to the second question, 10 students (66.6%) opted for 'strongly agree,' and 5 students (33.3%) chose 'agree,' expressing that they agree learning in a group makes them more active and participative. For the third question, 8 students (53.3%) selected 'strongly agree,' and 7 students (46.6%) chose 'agree,' indicating that they agree that learning in a group provides them with the opportunity to express their ideas and thoughts.

Regarding the fourth question, 7 students (46.6%) strongly agreed, while 8 students (53.3%) agreed that in group learning, they can ask their groupmates about things they don't understand. Finally, for the fifth question, 10 students (66.6%) strongly agreed, and 5 students (33.3%) agreed that when expressing opinions in the group, they can relate to personal experiences and real-life situations.

Continuing with the analysis, for sixth question, 7 students (46.6%) strongly agreed, and 8 students (53.3%) agreed that when learning in a group, they listen to their friends' opinions and gather information from various sources. Moving to seventh question, 8 students (53.3%) strongly agreed, and 7 students (46.6%) agreed that they can easily understand the material and text when learning in a group. Regarding question number eight, 9 students (60%) strongly agreed, and 6 students (40%) agreed that when hearing information and opinions from friends, they would verify the accuracy first.

For question number nine, 10 students (66.6%) strongly agreed, and 4 students (26.6%) agreed that they enjoy discussing new things in the group, while 1 student (6.6%) disagreed with this statement. Lastly, for question number ten, 8 students (53.3%) chose strongly agree, and 6 students (40%) chose agree that before writing a text, they would read several other texts as references, while 1 student (6.6%) disagreed with this statement.

Figure 4.2
*The Recapitulation of Students Enjoy the Cooperative Learning Method*

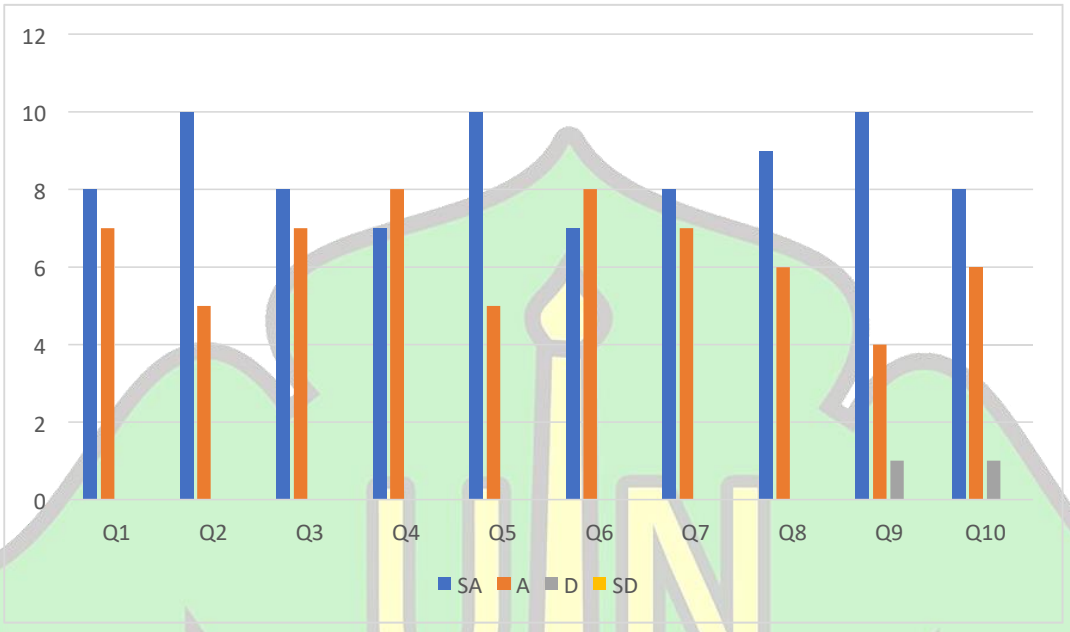



Table 4.8
*Students do not like the cooperative learning method*

| No | Question | Strongly agree | | Agree | | Disagree | | Strongly Disagree | | Index Percentage | Index Average |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | F | % | F | % | F | % | F | % | | |
| 1 | On the contrary, I am not fond of studying in groups with friends | 0 | 0 | 0 | 0 | 5 | 33.3 | 10 | 66.6 | 5 | |
| 2 | In group work, I feel restricted in expressing my opinions | 0 | 0 | 0 | 0 | 7 | 46.6 | 8 | 53.3 | 5.5 | |
| 3 | I struggle to understand materials and texts when studying in a group | 0 | 0 | 0 | 0 | 5 | 33.3 | 10 | 66.6 | 5 | |

| | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| 4 | I remain silent during group work and don't express opinions | 0 | 0 | 0 | 0 | 5 | 33.3 | 10 | 66.6 | 5 | 5.1 |
| 5 | I don't consider others' opinions during group work | 0 | 0 | 0 | 0 | 5 | 33.3 | 10 | 66.6 | 5 | |
| 6 | While listening to my friends' opinions, I absorb without fact-checking | 0 | 0 | 0 | 0 | 7 | 46.6 | 8 | 53.3 | 5.5 | |
| 7 | I am not very interested in discussing new things and information I come across | 0 | 0 | 0 | 0 | 5 | 33.3 | 10 | 66.6 | 5 | |
| 8 | I only write texts according to instructions without reading other texts as sources | 0 | 0 | 0 | 0 | 5 | 33.3 | 10 | 66.6 | 5 | |
| 9 | Group learning doesn't motivate me in class | 0 | 0 | 0 | 0 | 3 | 20 | 12 | 80 | 4.5 | |
| 10 | I find it challenging to think critically during group studies | 0 | 0 | 0 | 0 | 7 | 46.6 | 8 | 53.5 | 5.5 | |

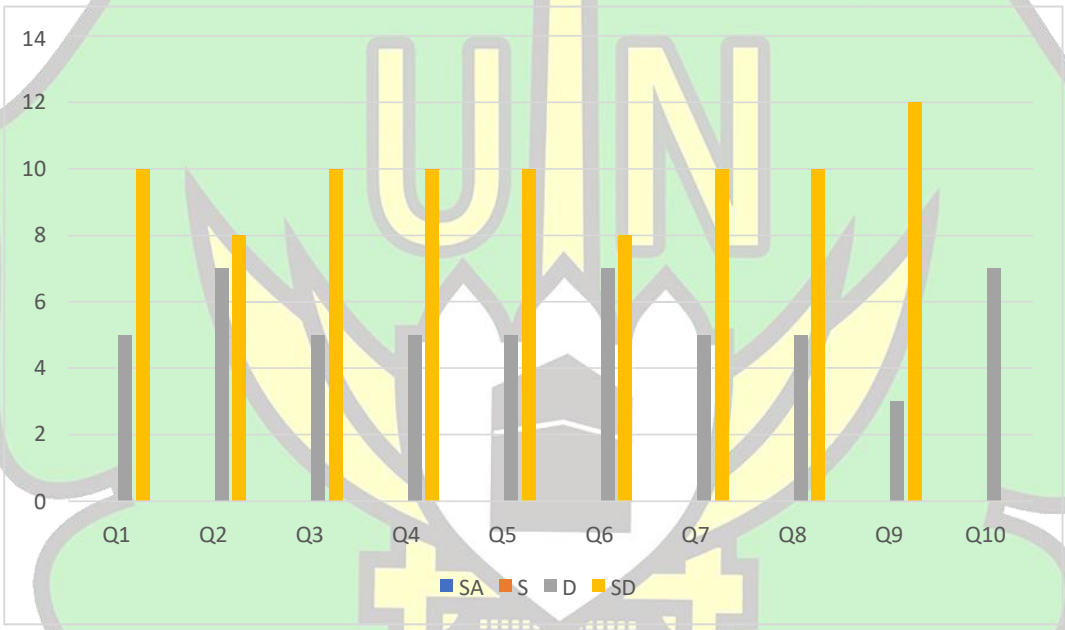
According to Table 4.7, there are a total of 5 students (33.3%) choosing 'disagree,' and 10 students (66.6%) choosing 'strongly disagree' when asked if they dislike learning in a group with their friends. Moving on to the second question, there are 7 students (46.6%) choosing 'disagree,' and 8 students (53.3%) choosing 'strongly disagree' indicating that they feel they cannot express their expressions and ideas when learning in a group.

For question three, 5 students (33.3%) chose 'disagree,' and 10 students (66.6%) chose 'strongly disagree' stating that they find it difficult to understand the material and text given when learning in a group. Concerning question four, 5 students (33.3%) selected 'disagree,' and 10 students (66.6%) chose 'strongly disagree,' expressing that they are more silent in the group and do not express their opinions. Finally, for question five, 5 students (33.3%) chose 'disagree,' and 10 students (66.6%) chose 'strongly disagree,' indicating that they do not really consider others' opinions when in a group.

Furthermore, in question number six, a total of 7 students (46.6%) chose 'disagree,' and 8 students (53.3%) chose 'strongly disagree,' stating that when hearing the opinions of other friends, they immediately accept them without verifying their accuracy first. For question number seven, 5 students (33.3%) chose 'disagree,' and 10 students (66.6%) chose 'strongly disagree,' expressing that they are not too interested in discussing new things and information with their friends. In question number eight, 5 students (33.3%) chose 'disagree,' and 10 students (66.6%) chose 'strongly disagree,' indicating that they only write text according to instructions without reading other texts as references first.

Concerning question number nine, 3 students (20%) chose 'disagree,' and 12 students (80%) chose 'strongly disagree,' expressing that group learning does not motivate them to learn in the language class. Lastly, for question number ten, a total of 7 students (46.6%) chose 'disagree,' and 8 students (53.5%) chose 'strongly disagree,' stating that they find it challenging to think critically when learning in a group.

Figure 4.2
*The Recapitulation of Students do not like the cooperative learning method*




## B. Discussion

This research is conducted to explore the impact of Cooperative Learning on students' critical thinking skills in English class and to understand students' perceptions of implementing the Cooperative Learning method. The research employs pre-experimental methods, conducting pre-tests and post-tests followed by a T-test to address the impact on critical thinking skills. Additionally, a

questionnaire is used to gather insights into students' perceptions. The questionnaire comprises two sections: the first section gauges students' enjoyment of learning through cooperative methods, while the second section explores their sentiments toward cooperative learning.

To address the first research question, the researcher conducted pre-experimental research using pre-tests and post-tests, along with implementing treatment through cooperative learning methods. A significant increase was observed in the scores between the pre-test and post-test results. Subsequently, the researcher formulated the hypothesis (H0) that the implementation of cooperative learning does not have a significant effect on students' critical thinking skills, while (Ha) posits that the implementation of cooperative learning has a significant impact on students' critical thinking skills.

In this case, the researcher can assume that the implementation of cooperative learning enhances students' critical thinking skills. This is evident in the increase in the mean scores from the pre-test to the post-test. The mean score in the pre-test was 60.00, while the mean score in the post-test was 86.67. This indicates an improvement after the treatment. During the treatment process, students were very enthusiastic and energetic. They asked questions and collaborated actively within their groups by exchanging ideas and assisting each other.

A similar observation can be made when examining the $T_{count}$ and $T_{table}$ values. The $T_{table}$ is 2.144, and the Tcount is 29.352. With $T_{count} > T_{table}$ (29.352 > 2.144), it indicates that Ha (alternative hypothesis) is accepted, providing evidence that the

implementation of cooperative learning methods indeed has a significant impact on students' critical thinking skills.

The results of this study are relevant to previous research by Devi, A. P., Musthafa, B., & Gustine, G. G. G. (2015). According to their study, fostering student-student interaction, establishing group objectives, and stimulating students' thinking and idea formation are three factors that facilitate the enhancement of students' critical thinking abilities in reading. The previously described characteristics foster advantages such as enhanced motivation and engagement, more opportunities for language use, and the development of interpersonal relationships.

In the results of the first questionnaire section, a significant 86.6% of students express a strong preference for engaging in group learning with their peers. They find that group learning enhances their activity and participation levels. The findings of this research align with the study conducted by Chiappetta & Koballa (2009), which suggests that groups can serve as a valuable tool for inspiring students, fostering engagement and active learning, and facilitating the development of critical-thinking, communication, and decision-making skills – all of which are crucial. Students, in a group setting, have the opportunity to articulate their thoughts and express their opinions, contributing to a collaborative and interactive learning environment.

Additionally, students feel they have an equal opportunity to voice their opinions, fostering a sense of expression and being heard by their classmates. Another notable reason is the accessibility to ask questions about unclear concepts

or materials to their groupmates, significantly aiding their understanding of the received material. Moreover, when expressing their opinions, students strive to provide real-life examples and connect them to personal experiences they have encountered.

Not only do they get the opportunity to express their opinions, but they also actively listen to the perspectives of their peers within the group. Subsequently, they gather information from various sources to verify the accuracy of the shared opinions. In this context, group learning proves highly beneficial for their comprehension of the provided material and texts. Moreover, students enjoy discussing new findings they encounter after exploring numerous sources. The process of seeking diverse information also aids them in composing texts. This is consistent with the findings of a study by Arpobo (2023), which suggests that one effective approach to address students' lack of enthusiasm for studying is through the implementation of cooperative learning.

In the second section, 100% of the students express their disagreement with the idea that they dislike learning in groups with their peers. They reject the notion that group learning inhibits them from freely expressing their opinions. Additionally, they claim to have difficulty understanding the provided material and texts during group sessions.

When listening to their peers' opinions, they do not consider them and prefer seeking information from various sources to verify the accuracy. Furthermore, they disagree that they are uninterested in discussing anything with their peers regarding the information they have gathered. Therefor they argue that group learning does not motivate them or enhance critical thinking in the classroom.

# CHAPTER V

# CONCLUSION AND RECOMMENDATION

This chapter comprises two sections. The initial part serves as the summary of the entire research content, while the subsequent part delves into the advantages and recommendations for students, educators, and prospective researchers. The aim of this study was to ascertain the impact of cooperative learning methods on students' critical thinking skills and their perception of how these methods enhance their critical thinking abilities. The research questions were addressed through pre-experimental research and a questionnaire distributed to students.

## A. Conclusion

This research indicates that cooperative learning methods have an impact on students' critical thinking skills, as evidenced by the pre-test and post-test scores obtained by students before and after the treatment. Based on the data previously obtained, the treatment provided resulted in significant improvements for the students. This is evident from the change in scores between the pre-test and post-test, with students experiencing an increase in scores ranging from 31% to 60% on the post-test. Furthermore, according to students' perceptions, they enjoy learning in groups as it allows them to study together with their peers. Through group learning, they become more active, engage with classmates, and fully participate in group activities.

Not only that, they also have the opportunity to express their opinions and can ask fellow classmates if there are materials, texts, or explanations given by the

teacher that they don't understand. They can relate personal experiences and real-life examples when interacting in the group. They enjoy seeking information from various sources before expressing opinions and writing something. They also like to share new things they discover. Students read a lot of texts from various sources to improve the quality of the texts they write. However, there are 2 students who are not particularly interested in discussing new things and reading references from various sources before expressing their opinions and writing texts.

## B. Recommendation

Based on the research findings, the researcher would like to provide recommendations for students, teachers, and future researchers.

For students, cooperative learning can be applied not only in the classroom but also outside. Students can try engaging in cooperative learning to enhance their critical thinking skills in language class. In other words, cooperative learning can be implemented independently with friends outside of regular class hours.

For teachers, the cooperative learning method is beneficial for the learning process as it provides students with opportunities to express their opinions and actively participate with their peers. It also encourages them to seek information from various sources and discuss it with their group members.

For future researchers, this study was conducted on high school students with a sample size of 15. Further research could be carried out with university students and a larger sample size. This would generate more data and diverse perceptions regarding the cooperative learning method.

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## Appendix A

Appoitment Letter of Supervisors

KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH
NOMOR : B-3137/Un.08/FTK/Kp.07.6/04/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY BANDA ACEH

Menimbang :
a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Barida Aceh.

Mengingat :
1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengakatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.

MEMUTUSKAN

Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa

KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-5157/Un.08/FTK/Kp.07.6/03/2023
KEDUA : Menunjuk Saudara :

1. Prof. Habiburrahim, M.Com., Ph.D — Sebagai Pembimbing pertama
2. Syarifah Dahliana, M.Ag.,M.Ed., Ph.D — Sebagai Pembibing kedua

Untuk membimbing Skripsi :

| | | |
|---|---|---|
| Nama | : | Zatul Hilmi |
| NIM | : | 180203139 |
| Program Studi | : | Pendidikan Bahasa Inggris |
| Judul Skripsi | : | The Effect of Cooperative Learning on Student's Critical Thinking Skills in English Language Class |

KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;

KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;

KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;

KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 22 April 2024
Dekan,

Safrul Muluk

Tembusan
1. Sekjen Kementerian Agama RI di Jakarta;
2. Dirjen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh

## Appendix B

## Recomendations Letter from Fakultas dan Keguruan to Conduct Field Research

**KEMENTERIAN AGAMA**
**UNIVERSITAS ISLAM NEGERI AR-RANIRY**
**FAKULTAS TARBIYAH DAN KEGURUAN**
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uinar.ar-raniry.ac.id

Nomor : B-1451/Un.08/FTK.1/TL.00/1/2024
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala Sekolah MAN 1 Innovasi Kota Subulussalam
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **ZATUL HILMI / 180203139**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Jln.Teuku Umar, Simpang Kiri Kota Subulussalam

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Effect of Cooperative Learning on Student's Critical Thinking Skills in English Language Class***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 18 Januari 2024
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,

*Berlaku sampai : 23 Februari 2024*

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

**Appendix C**

Cofirmation Letter from School

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KOTA SUBULUSSALAM
MADRASAH ALIYAH NEGERI 1 INOVASI SUBULUSSALAM
Jl. Teuku Umar Penanggalan Kota Subulussalam Provinsi Aceh
Kodepos 24782 Telp.0627-31079 Akreditasi A BAN-S/M 2019
E-mail : mansubulussalam@gmail.com/man1subulussalam@gmail.com

**SURAT KETERANGAN**
Nomor : B-101/Ma.01.207/OT.00/04/04/2024

Yang bertandatangan dibawah ini Kepala Madrasah Aliyah Negeri 1 Inovasi Subulussalam Kota Subulussalam:

| | |
|---|---|
| Nama | : Budi, S. Pd.I |
| NIP. | : 198002012007101003 |
| Pangkat/Gol.Ruang | : Penata , III/c |
| Jabatan | : Kepala Madrasah |

Dengan ini menerangkan bahwa:

| | |
|---|---|
| Nama Mahasiswa | : Zatul Hilmi |
| NISN | : 180203139 |
| Prodi | : Pendidikan Bahasa Inggris |
| Semester | : XII Genap |
| Fakultas | : Tarbiyah dan Keguruan UIN Ar-Raniry |
| Jenjang | : S-1 |

Telah melakukan penelitian dan mengumpulkan data di Madrasah Aliyah Negeri 1 Subulussalam guna penyelesaian skripsi yang bersangkutan dengan judul : **"The Effect of Cooperative Learning on Student's Critical Thinking Skills in English Language Class".**

Demikian surat keterangan ini kami buat untuk dapat dipergunakan sebagai mana mestinya.

Subulussalam, 04 April 2024
Kepala Madrasah

Budi, S. Pd.I
NIP. 198002012007101003

**Appendix D**

**POST-TEST**

Name :

Class :

Make your recount text!

Orientation (Where, when, who, how)

Events (what)

Events (what)

Reorientation (How is feeling)

**Appendix E**

**PRE-TEST**

Name :
Class :

Text 1
Read the text below and answer the questions!

Painting Contest

When I was in 8th grade of junior high school, I participated in a painting contest which took place at the education and culture office in my town. I was competing with other 49 students. The theme of the painting was "Preserving cultural heritages in the global age". Everyone was provided with canvas but no oil paint, brush or palette. We also had only been given 180 minutes to finish our work.

By the time the contest started, everyone immediately drew sketches on their canvas. I didn't do the same since I was still thinking of what to draw. Then, I finally had an idea and joined the others by drawing a sketch. I decided to paint a street vendor selling traditional crafts while taking a selfie with customers. I think that would be a good representation of the contest theme.

In the middle of my painting, I realised that I didn't bring my orang paint, to paint a realistic brick colour as the background on my painting. For that, I must mix violet and orange colours. I already made the violet colour by mixing red and blue I panicked. Then, I tried to ask other contestants if they had some spares. One contestant gave me one, but it was almost empty. It wouldn't be enough for my brick background. Then, I remembered that I cloud get orange from mixing red and yellow. I was so surprised that I cloud forget such a basic combination.

The time limit is up. I somehow managed to finish my paint at the last minutes. Then, the judge began to observe every work. When they came to my place, one of the judges asked me what colour I used for my background. I said that I mixed violet and orange to get the brick colour and other combinations for other parts of the background. Then, they left to check other paintings.

Finally, the judges announced the winners of the competition. I was surprised that my painting became the second place. The judges commended me for my technical skill with colour combinations.



1. What was the theme of the painting contest?
   a. Street Vendors
   b. Selfies with Customers
   c. Preserving Cultural Heritages in the Global Age
   d. Traditional Crafts

2. How many students participated in the painting contest?
   a. 49
   b. 50
   c. 51
   d. 48

3. What did the author forget to bring for the painting contest?
   a. Brush
   b. Canvas
   c. Orange Paint
   d. Palette

4. How did the author manage to get the orange color for the background?

a. Bought it from a store
b. Borrowed from a friend
c. Mixed red and blue
d. Found it in the contest supplies

5. Why did the judges commend the author?
a. For winning the first place
b. For finishing the painting on time
c. For the realistic brick color background
d. For participating in the contest

Text 2

My Last Holiday

Last month, I went to Pari island with my big family. That was my second time to travel there. I did not remember my first time because I was still three years old. Our boat departed from Muara Angke port to the island at 7.00 a.m. We arrived at Pari island in approximately two hours. After that, we went to our guest house that we booked two months ago. When we got there, almost all family members were busy unpacking. I just sat in front of the guest house and did nothing. Then I realized that it was still 10 a.m. So, I went out to rent a bicycle. My brother did not want to join me because he went to sleep. He said that it was too shiny to do snorkeling.

We finally had lunch at 1 p.m. I was so hungry after cycling for an hour, and did not have any snacks. After lunch, my brother said that he wanted to go snorkeling. But my parents said it was too hot. Well, it was 2 p.m. So, they were right. It was still hot outside. But my brother insisted on doing it. He then asked me and our cousin Irwan to join him to do the thing he really wanted to do by the time we arrived there. It was snorkeling. Irwan agreed and pushed me to join.

I did not know why I agreed to join them. When we went snorkeling, the fisherman who became our guide brought us to the beach far enough from our guest house. We went snorkeling there. The water was very clear. We could see groups of tiny fishes and beautiful coral under the sea. After snorkeling cheerfully for approximately three hours, we returned to our guest house. When we were home, I realized that my back was so itchy. At first, I did understand why. After my mother found out, she started to nag at me. It was sunburnt. I did not enjoy the rest of the other days staying there.

In summary, my second trip to Pari island was not really better than my first. I would like to visit this place again together with my family in another chance. But, I would not do snorkeling at 2 a.m. for three hours anymore.

1. How did the author feel about their second trip to Pari island compared to the first?

a. It was much better.

b. It was not as enjoyable.

c. It was equally enjoyable.

d. The author didn't express any feelings about it.

2. What did the author do after arriving at the guest house?

a. Unpack belongings

b. Rent a bicycle

c. Go snorkeling

d. Take a nap

3. Why did the parents discourage snorkeling after lunch?

a. It was too cold.

b. It was too late.

c. It was too hot.

d. It was too dangerous.

4. Who convinced the author to go snorkeling?

a. Brother

b. Mother

c. Father

d. Cousin Irwan

5. What happened to the author after snorkeling for three hours?

a. They felt hungry.

b. They got sunburnt.

c. They caught a lot of fish.

d. They enjoyed the rest of the days.