

CHAPTER I

INTRODUCTION

A. Background of Study

Education is one industry that is always changing and evolving to improve the quality of learning. In today's rapidly changing world, learning methods are constantly evolving to guarantee that every individual has access to meaningful and relevant education. One approach that is receiving increasing attention is cooperative learning, cooperative learning is an educational approach where students collaborate with each other to achieve a common goal. Slavin (2011), stated that cooperative learning is one teaching strategy that has been utilized to meet today's demands. The involvement of Intern student in cooperative learning during their teaching practice can greatly influence their professional growth. Intern student in Teaching practice have the chance to implement cooperative learning practices in actual classroom environments. This experience enables individuals to closely watch the interactions and functioning of a group, facilitate activities that encourage collaboration, and critically evaluate the impact of these strategies on improving students' learning outcomes. This is in accordance with the contents of surah Al - Maidah verse 2 which reads:

وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ عُوا تَتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ

This surah contains about Muslims being ordered to help each other in goodness and piety. This relates to learning with cooperative learning methods that have the aim of achieving good things together.

Structured cooperative groups in Teaching practice offer Intern student important insights into the practical application of cooperative learning methodologies. Yuan R, Mak P (2018) Intern student can construct their identities in practice (in-action), discourse, and activity in the schools when developing instructional practices, actively. However, their emerging identities as reflective practitioners and adaptive experts should further be enriched and extended through reflective thinking and engagements. It enables them to see the dynamics of student interaction, communication, and collaboration in a group context, along with the accompanying difficulties and advantages of this teaching method. Furthermore, prospective educators have the opportunity to enhance their comprehension of efficiently overseeing group activities, fostering equitable involvement, and evaluating the educational achievements of their students within a cooperative learning framework.

Studies have demonstrated that examining Intern student' perspectives on cooperative learning is crucial, since these viewpoints can impact their future implementation of these strategies in their teaching methods. Hence, the

encounters acquired during teaching practice can profoundly influence the attitudes, convictions, and self-assurance of pre-service educators in employing cooperative learning as a potent educational instrument. Yuan R, Mak P (2018) For Intern student, reflection calls for critical evaluation of their teaching practice in schools, which may refine their self-understanding as future teachers. Through self-reflection and feedback from mentor teachers, Intern student can enhance their instructional skills and gain a more profound comprehension of how to establish a nurturing and inclusive learning atmosphere by implementing cooperative learning strategies.

Intern student must engage in critical reflection on their cooperative learning experiences during Teaching practice. This process of reflection allows educators to discern the advantages and drawbacks of cooperative learning, make well-informed modifications to their teaching methods, and consistently enhance their pedagogical approach. Moreover, the incorporation of cooperative learning in teaching methods enables Intern student to establish a link between theoretical knowledge and practical application, so cultivating a more profound comprehension of how educational theories manifest in actual classroom settings.

The experiences of Intern student during teaching practice, specifically when implementing cooperative learning, are extremely useful for their professional development. This study will examine the application of the cooperative learning paradigm **“ENGLISH LANGUAGE EDUCATION**

DEPARTMENT INTERN STUDENTS' EXPERIENCE IN CONDUCTING COOPERATIVE LEARNING” These encounters offer chances for observing, contemplating, and honing skills, ultimately equipping intern student to seamlessly incorporate cooperative learning methodologies into their future teaching endeavors.

B. Definition of Key Terms

This part the main questions to be addressed in this research are:

1. Internship Students: Internship students are students in the English Language Education Department who participate in an internship program at the college during the academic year. This program called teaching practice requires them to carry out teaching practice in real class.
2. Cooperative Learning: Cooperative learning in this research is a learning method that involves students with different levels of knowledge in group tasks and applied by the internship students of english language education department.

C. Research Questions

The main questions to be addressed in this research are:

1. How are intern student experience in conducting cooperative learning as teaching method?
2. What kind of challenges that intern student take while conducting cooperative learning?

D. Objectives of Study

1. To describe intern student experience in conducting cooperative learning as teaching method.
2. To identify what kind of challenges that intern student take while conducting cooperative learning.

E. Significance of Study

This research helps people who study, teach or work with English as a foreign language (EFL). This research is useful for intern student to know how to get apprentices to work with students in cooperative learning. It can also be used by teachers to know the pros and cons of practicing cooperative learning. Other experts who also study student interns and cooperative learning will use this research as a guide. Without a doubt, everyone who reads this research will benefit from what it has found.