

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter provides a comprehensive overview of the research results as well as an in-depth discussion of the experience of implementing cooperative learning. Researchers explore the experience of english department intern student while conducting cooperative learning in teaching practice. The analysis was carried out through a narrative approach, namely data analysis according to the research focus.

A. Findings

Data analysis of these findings comes from interviews and narrative frames with 2 respondents 1 (R1) and 2 (R2). Researchers used interviews and narrative frames to obtain information about respondents' beliefs and experiences regarding how experience of english department intern student while conducting cooperative learning in teaching practice. Respondents filled in the narrative frame, and the researcher asked a total of 16 questions. There are two research problems discussed in this study. The first discusses how intern students experience in conducting cooperative learning as teaching method. The second question is discussed kind of challenges that intern students take while conducting cooperative learning.

1. Intern student experience in conducting cooperative learning as teaching method

In this section, the researcher will focus on the experience of student interns using cooperative learning as a teaching method. With this study, the researchers divided the data into 10 questions that were asked to R1 and R2.

a. The choosing cooperative learning dan Variety of cooperative learning are used.

It is crucial for Intern Students to recognize and comprehend the learning approaches they employ. This is the reason respondents preferred cooperative learning approaches. Because respondents have previous experience with cooperative learning approaches, this is the primary benchmark in this study. Before using the cooperative learning approach, responders should be familiar with its fundamental concepts. This information is required to determine the usage and selection of many sorts of approaches suited for cooperative learning as used by Intern Students during teaching practice.

Based on the interview's findings, R1 deployed the Think Pair Share (TPS) cooperative learning model exclusively during Teaching practice. This was because, in his opinion, TPS can improve teaching efficiency.

“Think-Pair-Share is the cooperative learning strategy I employ. Cooperative learning can boost the effectiveness of the time spent on instruction.”

Prior to implementing Think Pairs Share in the classroom, R1 highlighted the deficiency of effective learning time. The narrative frames addressed this issue by elucidating not only the efficiency of time allocation, but also the way in which Think Pairs Share teaches students to solve problems—either individually or in groups. If Think Paires Share strengthens pupils' intellectual material, R1 is also added.

In contrast to R2, R2 has firsthand experience instructing practice II via cooperative learning. While R2 has experience with multiple cooperative learning activities that he used during Teaching practice, R1 had experience utilizing Think Pair Share in the classroom. R2 describes how to use window shopping, jigsaw puzzles, matchmaking, and tour game tournaments. Naturally, he is knowledgeable with the use of different forms of cooperative learning since he has firsthand experience with them in the classroom from lecturers.

Some cooperative learning activities include window shopping, jigsaw puzzles, match-making, and tour game tournaments. I am interested in using that strategy in the classroom as well, which is why I choose to employ it in my internship based on my personal experience with it in my classroom."

During his teaching practice, R2 employed a variety of cooperative learning strategies. But in his teaching experience, he found that cooperative learning, or windows-shopping, worked better. In his narrative framework, R2 describes how this approach might broaden students' perspectives because they collaborate with people outside of their immediate group. Additionally,

encourage student to actively stroll about to view the projects created by other groups using various materials.

Every respondent has used a variety of cooperative learning techniques. Based on their comprehension and familiarity with the techniques, each responder uses cooperative learning methods in a different way during teaching practice program. similar to implementing a Think Pair Share (TPS) model to boost student participation in group problem solving and increase the effectiveness of instructional time. Then, using a range of cooperative learning models based on her lesson experience, such as window shopping, jigsaw, make a match, and tour game tournaments, demonstrates how academic expertise may be incorporated into actual teaching practice.

b. Student intern main role in implementation of cooperative learning

As an internship student, you play an important part in the implementation of cooperative learning in the classroom. They are not only responsible for delivering the curriculum, but they also act as facilitators, directing student interaction and participation. These positions necessitate unique skills in organizing and administering collaborative learning activities, resulting in a learning environment that promotes the development of students' social and intellectual skills.

During his interview, R1 explained his key role in implementing cooperative learning as an intern student in teaching practice. R1 claimed that

during the course of cooperative learning with Think Pair Share, he served as a Mediator, connecting the outcomes of students' thinking.

"My role is as a mediator who links the outcomes of student's thinking and work as well as as a mentor or supervisor directly in the learning process."

R1 serves as a mediator and mentor, overseeing personally so as not to lose his job as an intern student. R1 must be able to effectively manage the classroom, ensuring that learning objectives are met, and maintain authority as an intern student. In this way, R1 not only encourages students to study and contribute, but also creates a disciplined and ordered classroom environment. R2's experience is not too different from R1. R1 serves as a mediator, whereas R2 has expertise as a facilitator when teaching via cooperative learning.

"I act as a facilitator and who gives instructions to the students how the course of cooperative learning"

The facilitator function here refers to the intern student providing facilities to the student, such as direct guidance on complaints and difficulties faced, as well as directing and giving counsel to assist the student in solving the problems they encounter. In this setting, as a facilitator, R2 is responsible for actively monitoring the development of each group, ensuring that every member participates and contributes. When students encounter difficulties or misconceptions, facilitators are available to provide clarity and solutions. For example, if a group is having trouble grasping a specific idea, the facilitator can

offer additional explanations or concrete examples to help students understand the material better. Facilitators do more than only provide solutions; they also guide students in developing their own solutions.

During teaching practice, all respondents play the same role when it comes to cooperative learning. The position is equally focused on assisting and leading students during cooperative learning in the classroom, with the record simply guiding and advising, but issue solution remains the student's responsibility. Of course, in his capacity, the respondents admitted that they understood their respective duties as mediators and facilitators in class. It is a vital step towards overall student development and preparing them for future problems.

c. The main objectives of cooperative learning methods during teaching practice

It is crucial for the student's desire to understand the primary goal in selecting cooperative learning during teaching practice. Intern Students must examine various factors when accomplishing the goal of learning to ensure that the goal is met in accordance with the desired competence. Like the major goal expressed by R1 in his interview. R1 revealed that cooperative learning is primarily intended to develop student collaboration and fellowship.

"My goal in implementing cooperative learning is to foster a sense of cooperation among students."

This is because cooperative learning refers to the relationship between students when they work together. Of course, this determines its future success, as seen by the effectiveness with which cooperative learning is implemented during teaching practice. R2 explains that the goal of this strategy is to foster and strengthen healthy social contact among students so that they can learn from and with one another.

During teaching practice, R2 focuses on incorporating cooperative learning into his classroom. R2 states that in order for students to be directly and actively involved in the learning process, they must cooperate both individually and in groups.

"The primary goal is to keep pupils involved in the learning process. The major purpose is to establish cooperation among students, either in groups without looking at".

In her interview, R2 emphasizes that the formation of groups in cooperative learning is intended to allow students to be engaged and directly involved, as well as to engage in good cooperation. R2 underlines that one of the primary concepts of cooperative learning is student inclusion and equity. As a result, when grouping pupils, R2 does not take their academic ranks into account. This decision is based on the premise that every student, regardless of academic aptitude, brings something useful to the group and can benefit from shared experiences.

Both respondents stated that cooperative learning focuses not just on academic accomplishment but also on the development of social, communication, and collaboration skills. It is a critical step toward preparing pupils to confront future problems with strong interpersonal skills and a sense of responsibility for collective achievement. Overall, the major goal of implementing cooperative learning in teaching practice is to foster an inclusive and collaborative classroom environment in which students can learn effectively through collaborative and active participation.

d. The main results or achievements through cooperative learning

The primary achievement of cooperative learning encompasses a variety of factors that have a direct impact on the student's learning experience. In an interview, R1 highlighted the results he achieved through cooperative learning.

"I hope to produce a new perspective on students where they can actually cooperate and not always have to rely on teachers by solving problems together and discussing the best solution for themselves."

In his interview, R2 indicated that the major goal of his work was to generate a fresh viewpoint on students, namely how student cultivate a sense of cooperation and do not always rely on intern student as a teachers. In the group study, there is a spirit of self-reliance in issue resolution. It enables people to see the situation from a variety of perspectives, resulting in more creative and imaginative solutions.

R2 has a viewpoint that is not significantly different from R1. R2 demonstrates that the major goal that students aim to achieve while practicing cooperative learning is to grasp learning while cooperating.

"The real result is that all students are able to understand learning besides that they also get moral knowledge from the cooperation of the group."

In other words, the primary purpose is to foster a communal understanding of learning through collaboration, while also building moral ideals through group collaboration. R2 represents the moral ideals of collaboration, tolerance, and empathy. Through interaction with classmates, student learn to understand differences, respect others' ideas, and collaborate to achieve common goals.

Respondents provide a variety of justifications for their primary outcomes when undertaking cooperative learning in their classroom. Cooperative learning leads to not only a greater knowledge of the learning material, but also the development of social and emotional skills, as well as the cultivation of moral values, all of which are vital for student growth.

e. The most interesting aspect of cooperative learning experience

The dynamic interaction that cooperative learning experiences generate among students—such as their direct involvement, which sets off exchanges like debates, discussions, and group problem-solving sessions—is what makes them so fascinating and significant. A crucial component of this cooperative learning is when students are debating the outcomes of their work, as R1 notes

in his interview. R1 has a fundamental understanding of the process that requires students to confront their own egos in order to reach the meeting point in the presence of differences.

"When students are on the process discussing their work where they try to find the point of meeting in differences and determine the outcome of mutual agreement."

For the respondents, It serves as a reminder to participating students and intern student alike that there is always a process involved in reaching a goal. Despite having differing views on the crucial elements of R1, R2 claims that their responses were determined to be in agreement. R2 discovered that the part that caught his interest was when he witnessed the student actively assisting his peers in understanding the subject matter, whereby collaboration in understanding the subject matter is a necessary part of the educational process.

"The important aspect is when looking at the student itself can be actively helping each other to understand the matter"

Returning to the primary focus of cooperative learning, which is student cooperation, R2 discovers something intriguing about the students' collaborative work process. The student's ability to collaborate in groups and actively voice their viewpoints up till they have a firm grasp of the subject matter is active in this regard. Furthermore, R2 highlights that group work fosters the development of critical social and emotional competencies in pupils. They pick up skills like active listening, respecting other people's viewpoints,

and constructive dispute resolution. Students' comprehension of the subject matter is enhanced by this process, which also equips them to communicate effectively in a variety of contexts.

It can be inferred from every responder's response regarding intriguing or significant elements that each respondent has intriguing and significant aspects of their own. It is one of those elements of the conversation process that takes on significance and interest in order to help students discover points of agreement with one another. Students that actively participate in group social interaction actively pay attention, share the perspectives of others, and resolve problems in a cooperative and constructive manner. This is another significant and fascinating feature.

f. The importance of cooperative learning in learning environment and enhancing students learning experience

The value of cooperative learning in the classroom is not only to create a novel learning experience, but also to teach students how to solve their own problems and enhance their critical thinking skills when working together. During his interview, R1 emphasized why cooperative learning approaches are vital. It is because students do not always acquire content directly from interns student as a teachers.

"This strategy is very crucial to employ because implementing learning is not only about providing knowledge but also about how students should deal

with their own issues. Because this strategy allows pupils to tackle their own challenges connected to problem solving and critical thinking”.

R1 states under this technique that students are taught to look for material on their own so that they do not rely solely on the intern student as their source of information. In his interview, R2 also provides diverse replies. R2 wants his students to experience the application of new learning approaches. So, during learning, R2 introduces cooperative learning, which differs from the ways taught by prior teachers, who mainly used lecture methods. This cooperative learning strategy allows students to take a more active part in the classroom.

“By using this method in class, my pupils have a new experience of learning English, allowing them to play an active role in the classroom, because cooperative learning is a new thing to do in class.’Cause he used to preach and work on issues in groups”.

This is the new experience that R2 considers important. It not only encourages student to be more active, but it also increases classroom interaction. In the classroom, interaction occurs not just between intern student and students, but also among students themselves. R2 stressed that via teamwork and intergroup contact, students not only improve their grasp of the content, but also develop important social skills. They learn to listen and speak English, as well as comprehend and accept the perspectives of others.

Furthermore, this experience allows students to improve their collaborative problem-solving skills.

The overall response emphasized the value of cooperative learning in not only providing new experiences but also assisting students in improving their learning experience. It was discovered that this strategy not only gives students with fresh learning experiences, but also helps them strengthen their problem-solving and critical thinking skills. Cooperative learning, as opposed to lecture methods, makes learning more interactive and provides students with a new, more engaged, and collaborative experience.

g. Who plays an important role in supporting the implementation of cooperative learning

The significance of the procedure in putting cooperative learning into practice, intern student, students, and a positive classroom environment are just a few of the factors that are crucial. R1 clarifies in this instance during his interview who is crucial to the cooperative learning implementation.

"The student himself is a key component that keeps the cooperative going. As the main goal of cooperative learning is to empower students to work independently without the assistance of the intern student, they must rely on one another's collaboration."

It is possible to determine whether the students who sponsor cooperative learning are the important factor in R1's answers. Notwithstanding the

significance of the student in this process, the instructor retains his position and acts as an advocate—albeit one that is limited in scope—to allow the student to carry out his process with the least amount of covert assistance.

As opposed to R1, which emphasizes the value of students in cooperative learning strategies. As a result, R2 elevates instructors to a more significant position in the cooperative learning process. In R2's view, Intern students' primary responsibility in cooperative learning approaches is to facilitate student learning by supervising and inspiring classroom activities.

"It's crucial, in my opinion, for students to use the method in their roles as intern student. I choose the instructor because he was the one who encouraged and oversaw the student-led learning in the classroom."

According to R2, instructors should be more than merely facilitators when it comes to planning, leading, and overseeing student-centered classroom instruction. If only the students who participate more actively in the learning process use cooperative learning, then this can be justified. Because of this, the instructor plays a crucial role in directing, monitoring, and inspiring students throughout group projects as a facilitator.

In summary, the perspectives expressed by the two respondents indicate that intern students and students play a crucial part in putting cooperative learning into practice. While intern students facilitate learning by supervising and guiding it toward the intended outcome, students are expected to be able to work together autonomously. The fact that respondents' viewpoints share many

crucial elements means that these disagreements won't stand in the way of cooperative learning in the classroom.

h. The important moments or specific events during the implementation of cooperative learning

According to study respondents, cooperative learning is frequently used in schools. Similar to how R1 demonstrates that cooperative learning is used in nearly every meeting, R2 also employs a range of cooperative learning techniques in every meeting. This demonstrates how students typically use cooperative learning in classrooms during their teaching practice internships. Every instructional meeting should include a significant discussion of internship experiences when cooperative learning is used in schools. similar to the pivotal moment R1 experiences. According to R1, the group division process is a crucial turning point in the cooperative learning process.

"The important moment to pay attention is when students are divided into groups and their process of work during discussion"

According to R1, the reason this is a crucial moment is that these groups' separation affects how well they function as a team. It's true that some people feel unfairly assigned to a group that doesn't align with their preferences during group separation. However, this is the reason why students find it difficult to collaborate in groups. It also establishes if cooperation and interpersonal contact lead to the achievement of learning objectives. What R1 says corresponds with what R2 says. R2 holds the same viewpoint.

"When making groups and students help each other their friends understand the material"

According to R2, when using cooperative learning, group formation becomes a crucial learning experience. Since learning accomplishments will be evident from the group's formation. Along with accomplishment, group interactions reveal how students support one another in comprehending the subject matter and completing the assigned activity. According to R2, the group's selection is crucial because, in a well-chosen group, each member may contribute in line with their skills and interests, fostering learning that is more in-depth and significant.

The consensus reached is that every respondent has the same viewpoint on this issue. The important part is when the group is elected. Because Intern students can guarantee that every student has an equal opportunity to engage and learn by carefully assigning them to groups. It guarantees that every student is actively engaged in the learning process and helps prevent dominance by a small group of students. Students can learn social skills like empathy, cooperation, and communication in well-chosen groups. Collaborating with classmates from diverse backgrounds and skill sets can enhance the educational process and foster an appreciation for diverse viewpoints among students.

- i. The circumstances that influence the success or failure of cooperative learning?**

The moment that happens during the learning process as well as the environment that surrounds it, which also influences how comfortable and seamless the learning process is, are two factors that contribute to the effectiveness of cooperative learning. R1 uses MAN 3 Banjarmasin as the specific school where it implements cooperative learning, and during its teaching practice, R1 focuses on instructing class 12. R1 remarks about his surroundings, saying that his school seems to have a welcoming and comfortable atmosphere. in addition to a classroom with sufficient facilities.

"Facilities that support the student's convenience in learning, such as tables, white board, and other supporting aspects like Internet access projectors and others, can influence the level of learning success in terms of the classroom environment."

According to R1, good classroom facilities not only help students feel more at ease but also enhance the effectiveness of the learning process. Good facilities facilitate greater communication between Intern student and students, make use of technology to make the subject matter more understandable, and supply the tools required for more engaging and dynamic instruction.

Teaching materials, supporting learning media, and student conditions all have an impact on students' learning achievement, according to R2, who teaches in MAN 3 BANJAR, particularly in class 10. This is consistent with R2's statements made throughout the interview.

"Learning materials, supported learning media, and conducive student conditions are the measure of teaching success."

Students should be in a calm learning atmosphere, pay close attention to the teachings being taught, and have as little interruptions as possible to cause them to lose focus. The success of the learning process depends on a student who is ready to study the information and on the classroom environment. Teaching resources that are customised and pertinent are also crucial. Enhancing the quality of learning also involves utilising supporting learning resources, like technology and visual aids.

According to R2, the cooperative learning process in the classroom can function more effectively and efficiently if these three variables are taken into account and integrated. The importance of a supportive learning environment, sufficient learning facilities, and media and learning resources were stressed by both respondents, R1 and R2. Both respondents thought that by paying attention and taking these elements into consideration, the learning process in their classroom could function more successfully and efficiently. It is anticipated that this will raise the student success rate in accomplishing the set learning objectives. Cooperative learning success is not only dependent on one thing; rather, it is the outcome of a number of interdependent components working together to produce the ideal learning environment.

j. Evaluating the effectiveness of cooperative learning as a teaching method

As a student intern who participated in teaching practice as a teacher. Naturally, we must ascertain the efficacy of the cooperative learning strategies we employ in the classroom. As educators, we may assess student learning in the classroom to determine the efficacy of cooperative learning. Several factors can be considered when conducting this examination. such as the classroom environment, accommodating pupils, instructional resources, media, lesson plans, and assessment of learning objectives.

R1 said in an interview regarding the assessment of learning through cooperative learning that student opinions and learning outcomes can be used to gauge efficacy.

"I will measure the efficacy through the learning results and opinions from the students."

The best course of action is to assess the participation component, albeit, if there is no change in the amount of student involvement or desire in learning. R1 achieved this by assessing it both individually and in groups.

"I'll assess involvement in two ways: individually and in groups. In order for the group to know how far along their processes are, I will keep an eye on each group while they study. Next, each student will be observed individually during the conversation to see if they are actively participating in sharing their work. From there, it will be possible to determine whether there are any gaps, an uneven distribution of duties, or a supportive environment."

The participation evaluation's experience R1 will be used to determine what is influencing them. It is possible to determine whether the group has been operating fairly through moderate monitoring, as well as whether each member has contributed well to the group on an individual basis. R2 describes his evaluation experience using student worksheet based on his personal experiences. R2 evaluates by waiting for the process to be finished and then utilizing student worksheet as a reference for learning evaluation, even though it seems differently from R1, which focuses on its students immediately in the classroom during the learning process. R2 can assess how actively students participate in learning by looking at a number of indicators, such as their ability to respond to questions, their willingness to ask questions in class, and their capacity to give conclusions or summarize the material at the end of learning.

"By making the cooperative learning methods effective in achieving learning goals, then evaluating how active students are when participating in activities such as being able to answer questions, ask questions in class, or make conclusions at the end of learning and see from the results whether they can understand."

This may give an explanation to evaluate how well students grasp ideas and how well cooperative learning strategies support their knowledge by looking at the student worksheet.

According to both respondents, assessing the success of the instructional strategies used—including the use of cooperative learning—

requires completing a learning evaluation. It is crucial for us to comprehend how effective the cooperative learning strategies we use in the classroom are as students participating in Teaching practice as teachers. Based on his observations in the classroom, R1 assesses the success of cooperative learning using both student opinions and learning results. Furthermore, R1 highlights the significance of considering student engagement as a measure of academic achievement. R1 is able to determine what factors affect students' engagement in class and individually in this way, which can later be used as useful assessment data.

R2 takes a more methodical approach and uses the student worksheet as a tool for evaluation. The ability of students to answer questions, their willingness to ask questions in class, and their ability to summarize or draw inferences from the information at the end of the learning process are all indicators of how actively they participate in the learning process, which the R2 may assess using the student worksheet. It can determine how well students grasp the information being taught and how beneficial cooperative learning techniques are for them by examining the student worksheet.

2. Kind of challenges the intern student take while conducting cooperative learning

In this phase, the main objective is to understand the challenges that respondents face as student interns when using cooperative learning in the classroom. These questions are designed to find out what challenges intern

students face while teaching using cooperative learning. These challenges include preparation and planning, student interaction and collaboration, student involvement and motivation, support and guidance, environmental factors and others. all these challenges will be explained in this phase.

a. Preparation and Challenges in preparing cooperative learning

Cooperative learning is a teaching style in which students collaborate to achieve the same learning objectives. This is why an intern student as a teacher in teaching practice must be well-prepared to use cooperative learning in the classroom. It is consistent with what Oil R1 did during his teaching practice in class. R2 mentioned that during his preparation, he required materials that could be adjusted when employing cooperative learning.

"During the preparation, I will first select materials that are adaptable for cooperative learning. Then I'll figure out how much time is needed for things like content submissions and student discussions."

R1's interview explanation is highly understandable in terms of preparedness. Cooperative learning is a learning strategy that necessitates mature preparation. Its preparation includes more than just selecting materials that can be modified to cooperative learning. However, in order for cooperative learning to be effective in the classroom, adequate time must be allocated. Because if time is not allocated in accordance with classroom learning hours, learning will be inaccessible.

"The difficulty lies in determining the appropriate allocation time. Because it is required to ensure that the material delivered is clear and intelligible in a shorter period, students have more time to work with their group."

Time allocation in cooperative learning is critical because it influences the material delivered by the intern student as well as the amount of time spent by students working in groups. R1 also says that when learning, he must evaluate the convenience and suitability of the content to be used in order to minimize learning inefficiencies.

"In this case I also consider the comfort and suitabilities of the materials that are to be used in order to avoid the ineffectiveness of learning. I agree with R1 that an intern student should consider material maturity because it is what allows cooperative learning to go smoothly and avoids ineffective learning".

R2's preparation is very similar to R1's. R2 in cooperative learning refers to the material and purpose of learning.

"The preparation by establishing the teaching materials and learning objectives and then making the steps of the activities in the next rpp make the learning media needed in cooperative learning."

Step-by-step implementation of cooperative learning is critical because cooperative learning will succeed if the steps are mature. R2 indicates that he requires a learning medium when preparing to learn through cooperative learning. R2's planned learning media is a medium similar to the teaching

material that the intern student will explain using a power point presentation and the learning media required throughout the cooperative learning course. Cooperative learning is used during the learning preparation process. R2 informs you of the problems you may face while preparing for cooperative learning.

"The challenge is the difficulty in making step-by-step activities and learning media that need to be made with costs and quotas"

It is justifiable; the difficulties of creating step-by-step activities and learning media exists. This is because intern students frequently consider the right steps in their class to achieve their learning objectives. It does not deny that while the development of learning materials incurs significant expenditures, there are also those that do not. It depends on how we, as intern students, adjust to the requirements of our pupils in the classroom.

Cooperative learning preparation necessitates careful material selection and time allocation for both material delivery and discussion sessions. It is critical to ensure that materials are clearly given and that students have adequate time to work in groups. Challenges include challenges in developing appropriate activity metrics and supplying learning media, both of which demand money and internet limits. To ensure that cooperative learning is effective and meets learning objectives, creative and adaptive solutions are required. To avoid learning inefficiencies, examine the material's comfort and applicability.

b. Intern student challenges in maintaining student interaction and collaboration

It is rare for interns working on cooperative learning applications to discover a dearth of resources that promote student engagement and teamwork. much like the difficulty R1 is facing.

"Normally in the group division, students would prefer people who are more familiar than ordinary friends, on the grounds that the unsuitable learning style between individuals makes it difficult for them to collaborate, so random group division is my choice to make them feel fair."

R1 is confronted with the issue of pupils selecting collaborators for group projects. Within a group of students who wish to form groups with persons they believe to be familiar, some feel happier selecting their own partners, while others prefer to have their companions chosen at random. This is a difficulty for intern students when building groups since there is a match that will effect the ease of communication so that their learning styles can be matched from their peers and it will make them easier to collaborate.

Adapting to each student's unique learning style in a group is a comparable problem for R2. R2 has chosen the same course of action as R1. R2 brings the group's disparate members together.

"The challenge in adapting each student's learning style by bringing them together randomly in one group because some of them like to study in a quiet atmosphere, some like to move around and others like to be played"

Since R1 is aware of the student's preferred method of learning in the classroom, R2 is aware that every student has a different preferred method. Some children learn best in a calm, uncluttered environment, while others learn best when they are moving and engaged in physical activity. Some pupils feel that the game's components aid in their learning more than anything else. The divide to sustain student collaboration and interaction with the division of groups is the common problem shared by both responses. Naturally, intern students employ cooperative learning to solve problems and plan by dividing the group into smaller groups. There is a reason for this the dispersal of pupils into random groups should promote social contact amongst them. Since random grouping allows student to connect with a variety of classmates, it fosters social skills development and the development of new relationships. Random group division facilitates the dissolution of fixed groups and gives students the opportunity to collaborate with diverse individuals

c. Challenges that may arise relate to student motivation to actively participate in cooperative activities

Student interns in cooperative learning programs frequently discover a shortage of resources that promote student participation and interaction. Like

R1's challenge. R1 noted that his students frequently choose to work alone rather than in groups.

"The biggest challenge of course when facing students who tend to prefer to work alone with this must be to be able to direct students to participate."

Of course, if students choose to work independently, group functions are incompatible with cooperative learning. Unlike R1, which affects students who work independently. R2 disrupts pupils' interest during group work.

"the challenge of attracting students and focusing on their learning activities"

Students' motivation in learning through cooperative learning approaches must be considered because it is what influences how well team cooperation works.

Seeing the problems that may occur in terms of students' motivation to participate actively in cooperative activities, respondents must be concerned when implementing cooperative learning. Students' motivation is impeded by our lack of involvement as intern students in leading and encouraging cooperative learning. Overall, overcoming the problems of implementing cooperative learning necessitates a thorough awareness of students' needs and preferences, as well as the capacity to create and facilitate activities that encourage student cooperation and enthusiasm in learning.

d. Cooperative learning challenges

Interns planning cooperative learning must carefully prepare activities and employ tactics such as assigning specified roles or implementing structured activities to encourage active and balanced involvement. For example, R1 had a hurdle when using cooperative learning approaches in his classroom.

"The difficulty arises with deciding how to allocate time. Because it must ensure that the material delivered is clear and understandable in a shorter period of time, allowing students more time to work with their group. Another issue when using cooperative learning is when dealing with students who prefer to work on their own we must be able to direct students to participate."

Because proper time allocation is a key indicator of cooperative learning effectiveness. The difficulty is not time itself, but rather the dynamics that emerge among pupils who prefer to work alone in their groups. R1 faces a similar problem to R2 in terms of cooperative learning. R2 clarifies:

"There is a challenge when I apply this cooperative learning method is to get all students involved in group activities because sometimes there are a few more dominant students and there are passive ones that will affect group dynamics as well as ensure all students can understand the instruction of activities and there is good team cooperation to go smoothly".

The obstacle R2 observed was how to involve students in group activities, because while using cooperative Learning, R2 encountered issues such as some students dominating the group and some passive students in his

group, affecting the group dynamic. In the face of this challenge, R2 acts in the same way as R1, as an intern student who actively guides pupils and ensures their comprehension through instructional activities and teamwork.

One of the most difficulties is ensuring that all members of the group participate equally. Certain students frequently dominate the discussion, while others remain inactive or uninterested. This mismatch can impede the learning process and prevent the organization from leveraging the different perspectives and strengths of its whole membership.

Cooperative learning presents challenges such as time management, complex group dynamics, and balanced student participation. To encourage active engagement from all pupils, strategies such as role-playing and planned exercises are necessary. Intern students should also take an active role in mentoring students and ensuring that they understand teaching and collaborate effectively. These problems can be overcome with a thoughtful approach, resulting in more effective learning.

e. Challenges might intern student face in seeking advice or guidance regarding implementing cooperative learning

Regardless of an intern student's duties as a intern student in the classroom, they must occasionally consult with their tutor in order to create or design learning in a more mature manner. However, there are a few instances where intern students face difficulties during tutoring. R1 stated that the most

difficult aspect for him was having to adapt to any setting of a different class and being instructed to apply a variety of tactics.

"In this case, the challenge I encountered was my need to adapt, the tutor encouraged me to always try to adapt to different class environments and by applying different methods too, while I think that different class atmospheres can be solved in my own way even though using the same methods."

The R1 statement demonstrates that there are flaws in guidance as well as problems in applying it. If tutor R1 says that R1 must adapt using various types of cooperative learning as well as methods other than cooperative learning, R1 feels incapable or inconsistent with his tutor's opinion he explains that, in addition to the various methods, R1 believed that it could adapt to different class environments in its own unique way. This shows that the tutor's answer or advise does not always fulfill expectations and does not always benefit the intern student.

R2 encountered a similar difficulty during tutoring in that he was unable to take an example and receive advise from his tutor due to the mentor's lack of free time and experience in adopting cooperative learning approaches.

"Maybe the challenge in finding free time for consultation and sometimes difficulty in seeking advice because the mentor's intern student has never used the cooperative learning method in class so the information given is limited"

It can be stated that R2 similarly has difficulty in compelling R2 to evolve on its own by conducting trials and errors without guidance. With insufficient information, R2 continues to pursue cooperative learning approaches, which will make his work as an intern student more difficult. According to the respondents' responses, they encountered problems, specifically R1 and the mentor's challenging counsel to follow, as well as the mentor's lack of expertise to share with R2. The role of a mentor as a leading example in the implementation of cooperative learning is critical in ensuring that the student's learning objectives are satisfied while using this method.

f. Impact and Results for intern students from overcoming challenges in implementing cooperative learning

According to R1, the impact and results that respondents seek after encountering the challenge are determined by how a intern student positions themselves in the learning process through cooperative learning.

"The most important takeaway from the lecture is how I position myself in a classroom learning experience. If a intern student merely explains and the student relies solely on what the instructor says, it will be difficult for them to believe in themselves cooperative learning helps students develop critical thinking, considerably boosting the effectiveness of learning."

If a intern student implements cooperative learning in the classroom, students will become more engaged in social contact, such as actively inquiring and cooperating in their group. Another benefit that R1 gained as an intern

student was that the learning he completed utilizing cooperative learning made his learning more effective and meaningful. In his interview, R2 recalled the process and the results he obtained as an intern student employing cooperative learning.

"The main lesson that I can take is that we as intern students must learn and continue to learn either from the difficulties encountered or learn to face their pupils and do not forget the intern student must also develop in order to be able to convey his knowledge to all students in the classroom and make their learning comfortable"

According to R2, it is critical to be open to learning from all experiences, including the difficulties encountered while teaching and interacting with pupils. As an intern student, you must pay attention to the students' reactions to the learning methods used, as well as understand how to handle the problems that arise during the teaching learning process. Furthermore, R2 must continue to improve itself in order to better transmit knowledge to all students in the classroom. Focusing on comfortable learning for students is equally crucial, therefore building an inclusive and supportive learning environment is a top objective in teaching practice.

Both R1 and R2 respondents reported that the impact and desired results were greater learning effectiveness and student confidence in their own learning ability. Meanwhile, instructors must continue to learn and grow, both from the obstacles they face and from interactions with students, in order to convey

science more effectively and provide an inclusive and pleasant learning environment for all students in the classroom. It emphasizes the need of learning continuity for both intern students and students in order to achieve optimal learning outcomes.

B. Discussion

The information acquired through the findings will be utilized in this section to answer all of the research questions about experience of english department intern student while conducting cooperative learning in teaching practice.

- 1. Intern student experience in conducting cooperative learning as teaching method**
 - a. Choosing the types of cooperative learning and variety of cooperative learning are used.**

The various tactics chosen by these responders indicate that academic experience can help shape good teaching strategies. Intern students can determine the optimum way for their students' requirements and qualities by integrating lecture theory with field experience. This is consistent with Hammond, L. (2000), who believes that it is critical to blend theoretical knowledge from academic expertise with actual experience in the field. The study discovered that integrating theory and practice enabled intern students to

have a better grasp of the intricacies of teaching and learning, as well as change their approach to match the specific requirements of their pupils. It also highlights the necessity of flexibility and adaptation in teaching, requiring intern students to be able to modify their approaches based on the context and dynamics of the classrooms.

In determining effective approaches, respondents discovered a variety of cooperative methods that have proven effective. Slavin (2008). The Teams Games competition (TGT) cooperative learning approach combines an academic competition and an individual score system. Several studies have demonstrated the impact of this sort of cooperative learning on student learning, as Amelia and Gultom (2023) state in their study that the TGT and STAD types of cooperative learning models improve student learning outcomes in social science lectures.

b. Student intern main role in implementation of cooperative learning

Respondents in this study who took part in teaching practice all contributed significantly to encouraging cooperative learning in their classroom. Their duty was to guide and support students throughout the cooperative Learning process, while also allowing students to take responsibility of problem solutions. This strategy is critical for promoting student' overall growth and preparing them for future problems. According to Slavin (2011), intern students have a stronger facilitative role in cooperative learning, assisting students in better understanding and recording their thoughts.

Respondents recognize their function as mediators and facilitators in the classroom, emphasizing the value of flexibility and adaptability in teaching. For example, students learn by completing assignments, and the intern student serves as a trainer, assisting their pupils in working on projects as needed. When necessary, children learn to work cooperatively and collaboratively. Intern students can build approaches that are adapted to their students' needs and individual features, as well as nurture a deep awareness of the complexity of the teaching-learning process, by integrating academic theoretical knowledge with actual experience in the field.

c. The main objectives of cooperative learning methods during teaching practice

Both respondents stated that cooperative learning focuses not just on academic accomplishment but also on the development of social, communication, and collaboration skills. It is a critical step toward preparing pupils to confront future problems with strong interpersonal skills and a sense of responsibility for collective achievement. According to Slavin (2011), collaborative learning encourages students to work together positively. This means that each group member relies on and is accountable to the others, fostering a sense of mutual support and collaboration. Cooperative learning approaches teach students not just to comprehend the subject matter, but also to collaborate, communicate effectively, and build a sense of responsibility for their group's success.

d. The main results or achievements through cooperative learning

Respondents provided several explanations for the key effects they observed after using cooperative learning in their classroom. The primary outcome of cooperative learning is not only a greater knowledge of the learning material, but also the development of social and emotional skills, as well as the cultivation of moral values, all of which are critical for student growth. Collaborative learning aims to improve student academic achievement. According to Johnson & Johnson's (2009) research, children who participate in collaborative learning activities perform better academically than those who attend regular classroom settings. Respondents emphasized the moral and ethical benefits of cooperative learning. Group contact encourages student to develop fairness, respect, responsibility, and trust. Cooperative learning environments frequently encourage students to rely on one another to achieve common goals, cultivating a feeling of community and shared responsibility. These collaborative activities assist to inculcate qualities like cooperation, integrity, and mutual respect, which are critical for the student's overall growth.

e. The most interesting aspect of cooperative learning experience

Based on all of the respondents' responses to fascinating or important features, it is possible to conclude that each respondent has a unique perspective on what is intriguing and important about cooperative learning. One of the most visible features is the conversation process, which is seen as crucial and engaging since it allows students to form shared perspectives about one another.

Other significant and intriguing components are social interactions inside groups, in which students actively pay attention, value other people's ideas, and resolve problems constructively. Slavin (2011) underlined that collaborative learning fosters a sense of community and ownership in students, making learning more fun and relevant. When students feel linked to their classmates and believe their contributions are meaningful, they are more likely to be motivated and devoted to their learning objectives. This group collaboration not only improves academic comprehension, but it also fosters important social skills such as empathy, efficient communication, and the ability to interact with others. These factors show that cooperative learning might help students develop key interpersonal skills while still obtaining academic knowledge, resulting in a dynamic and inclusive learning environment.

f. The importance of cooperative learning in learning environment and enhancing students learning experience

Cooperative learning is a key factor in increasing student learning outcomes. This strategy not only gives a novel learning experience, but it also helps students strengthen their problem-solving and critical thinking skills. Thus, cooperative learning helps students become more self-sufficient in solving their own problems, minimizing their reliance on professors as their sole source of knowledge. Collaborative learning helps to improve the learning environment and enrich student learning experiences. Johnson et al. (2014) found that collaborative learning not only exposes students to new learning

situations, but also helps them build problem-solving and critical thinking skills. Furthermore, cooperative learning enhances learning by engaging students in more active and collaborative learning experiences that differ significantly from typical lecture approaches. It demonstrates the significance of a collaborative approach in building a learning environment that fosters student skill development in a comprehensive manner.

g. Who plays an important role in supporting the implementation of cooperative learning

Both responder viewpoints show that intern students and students play a vital role in implementing collaborative learning. While professors assist and guide the learning process toward a goal, students are expected to be able to collaborate independently. According to Sharan (2010), both responders share the same goal: intern student participation can boost student participation, improve social skills, and improve idea understanding. It demonstrates how a cooperative approach can maintain diversity of opinion while allowing students to engage in meaningful collaborative work.

h. The important moments or specific events during the implementation of cooperative learning

All respondents in the survey agreed on the relevance of group selection in the implementation of cooperative learning. Slavin (1991) noted that judicious group selection was critical because it allowed intern students to ensure that all students had equal opportunities to engage and learn. A carefully

chosen group also assists children in developing social skills such as communication, collaboration, and empathy. Collaboration with classmates from diverse backgrounds and skills can enhance the learning experience and help students appreciate different points of view.

Furthermore, Cohen (1994) contends that placing students in appropriate groups might encourage interaction among students from various backgrounds, resulting in an inclusive and meaningful learning experience. It helps to develop a deeper and broader comprehension of the subject matter, as well as improves social interaction skills, which are necessary for life outside of school. Thus, group selection is a key component of a cooperative learning method that focuses on strengthening social skills and improving student learning experiences.

i. The circumstances that influence the success or failure of cooperative learning

Both responders, R1 and R2, emphasized the importance of a positive classroom environment, adequate learning facilities, teaching materials, and helpful learning media in implementing cooperative learning. They feel that by focusing on and integrating these characteristics, the cooperative learning process in their classroom will be more successful and efficient. According to Slavin (1991), several factors influence learning success or failure, particularly in cooperative learning. The classroom setting, proper educational facilities,

and supportive learning materials and media all play a significant role. All of this helps to create a suitable climate in which cooperative learning can be effectively implemented. This strategy is expected to boost the student's success rate in meeting the defined learning objectives. A mixture of mutually supporting variables influences cooperative learning success, resulting in an optimal learning environment that encourages all students to participate actively and collaboratively.

j. Evaluating the effectiveness of cooperative learning as a teaching method

Despite their differing methodologies, R1 and R2 share comparable goals for measuring the success of cooperative learning, with an emphasis on learning outcomes, student participation, and content understanding. Johnson et al. (2014) found that collaborative learning should increase academic achievement, social skills, and foster a good attitude toward learning. According to Gillies (2003), assessments frequently use a number of metrics to assess the success of collaborative learning, such as student task performance, friend assessment, and input on group dynamics. These evaluations provide vital insights for intern students seeking to improve the quality of learning. R1, with classroom experience, assesses the effectiveness of cooperative learning using learning outcomes, student opinions, and student involvement as indications of success. R2 takes a more structured approach, using student worksheet as an evaluation instrument, allowing for a more detailed assessment of student participation and subject understanding. Despite their differences,

both emphasize learning outcomes, student participation, and content mastery as the key to increasing the quality of cooperative learning.

2. Kind of challenges the intern student take while conducting cooperative learning

a. Preparation and Challenges in preparing cooperative learning

Cooperative learning preparation necessitates careful material selection and delivery scheduling, as well as discussion sessions. It is critical to ensure that materials are clearly given and that students have adequate time to work in groups. Similar conclusions can be drawn from both respondents. Cooperative Learning requires correct content selection, scheduled allocation of materials, and conversations. Other issues include developing suitable metrics for activities and offering learning resources that necessitate internet costs and limits. According to Isjoni (2007), cooperative learning's weaknesses stem from a variety of variables. These factors include: (1) Intern students must prepare for learning maturely, which involves more effort, marriage, and time. (2) To ensure that the learning process in the classroom runs properly, suitable facilities, tools, and prices must be provided. (3) As the group talks go, the scope of the problems being addressed becomes so broad that many of them do not correspond to the allotted time. (4) Someone occasionally dominates class discussions. This causes other students to become inactive. The shortcomings of cooperative learning stated by Isjoni (2007) on the preparation and challenge

of preparing cooperative Learning responders only feel the impact of cooperative learning resilience numbers 1 and 2.

b. Intern student challenges in maintaining student interaction and collaboration

Both responders reported similar issues during group formation, which necessitated an emphasis on maintaining collaboration and interaction among students from the start. These problems have the potential to significantly impact student learning results. According to the responses, if students are not comfortable right away, they will struggle to learn the subject, complete assignments, and communicate successfully with one another. According to Johnson and Holubec (2008), one of the primary purposes of cooperative learning is to build the social skills required for effective teamwork. If this is not created from the beginning, it will become increasingly difficult in subsequent classes. Initial discomfort and a lack of compactness might impede the collaborative process, reducing the effectiveness of cooperative learning and the overall educational experience. These findings highlight the necessity of cautious group building as well as techniques that facilitate early and sustained student collaboration.

c. Challenges that may arise relate to student motivation to actively participate in cooperative activities

When adopting cooperative learning, it must be problematic for respondents to recognize the difficulties that could occur in terms of students'

enthusiasm to actively participate in cooperative activities. According to the students, our lack of involvement as intern students in directing and supporting cooperative learning hinders their motivation. Per Slavin (2014), social dynamics, individual preferences, and the belief that groupwork improves academic accomplishment can all be contributing factors to problems with students' motivation to actively engage in cooperative activities. All things considered, overcoming the obstacles in the way of putting cooperative learning into practice calls for a thorough comprehension of the requirements and preferences of the students as well as the capacity to plan and lead activities that encourage collaboration and a love of learning.

d. Cooperative learning challenges

Ensuring equitable involvement among group members is a primary concern. Some students frequently take center stage during class, leaving other students either uninvolved or passive. This imbalance can impede learning and keep the organization from utilizing the varied viewpoints and strengths of all of its members. Johnson, D. W., & Johnson, R. T. (2009) other students' participation is frequently impeded by students who possess greater knowledge or confidence, as they tend to dominate the discussion. Cooperative learning presents difficulties with scheduling, intricate group dynamics, and equitable student engagement. Cohen, EG (1994), Every group has distinct dynamics that can include levels of commitment, learning styles, and interpersonal conflict. This dynamic can hinder balanced involvement and have an impact on group

productivity. Efficient completion of material and group work depends on proper time allocation. The active engagement of all student requires strategies like role-setting and the use of structured activities. In addition, educators have a responsibility to actively mentor pupils and guarantee that they comprehend the material and work as a team. It is possible to overcome these obstacles and achieve more effective learning with a cautious approach.

e. Challenges might intern student face in seeking advice or guidance regarding implementing cooperative learning

It can be deduced that R2 similarly has difficulty forcing R2 to develop in its own way by conducting trials and errors independently without assistance. With insufficient information, R2 continues to investigate cooperative learning approaches that will make his efforts as an intern student more demanding. From the respondents' answers, there were issues they encountered, guidance advice that was difficult to follow and also the absence of guidance experience by the guidance to share. This is not in agreement with Daryanto (2014), the Guide gives recommendations and guidelines to prospective intern students regarding standards of teaching and effective teaching methods. So significant is the role of a mentor as a leading example in the implementation of cooperative learning that its effect can remain felt in reaching the learning objectives of students in applying this approach.

f. Impact and Results for intern students from overcoming challenges in implementing cooperative learning

The impact and intended result, as indicated by the responses of respondents R1 and R2, are increased learning effectiveness and student trust in their own learning capacities. According to Nguyen et al. (2019), cooperative learning should be used to help students manage their study environments and time more effectively keep up their effort when working on boring tasks and collaborate and ask for help from one another in order to improve learning outcomes. In the meanwhile, it's critical that educators keep learning and growing from their experiences with student as well as from challenges they face. This will help them convey information more effectively and foster a welcoming and comfortable learning environment for every student in the classroom. Hammond (2017) stated that to be more effective intern students and to provide a welcoming and comfortable learning environment for all students in the classroom, they must constantly learn from their experiences and from their interactions with students. In order to achieve the best learning objectives, it highlights how crucial learning continuity is for both intern students and students.