The Role of Cooperative Learning Method in Teaching English to Improve Students' Skill: a Systematic Review

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Abstract
Teaching English is not easy. Moreover, in English subject teacher must teach four skill that is reading, speaking, writing, and listening. It needs an appropriate method. One of the most appropriate method in teaching English especially for Indonesian students is cooperative learning method. Cooperative learning is a form of teaching activity that takes group as the basic form and uses classroom interaction to promote students' learning to achieve the common teaching objectives. This paper will look at the role of the use of cooperative learning method in teaching English. This qualitative study was use a descriptive approach. The corpus of the study is collected using literature review technique using systematic review methode. The Researchers found 35 articles about the use of cooperative learning method in teaching English. The results show that cooperative learning has a great positive impact on students and it is an effective teaching method. It gives many advantages in education field especially for the students, such as reduce the students' Learning Anxiety, give students more opportunities to communicate in classroom, promote student center, and it also can help the students to improve their cooperation ability and communication among the students. In a word, cooperative learning method has given the current teaching reform, a lot of beneficial enlightenment, and worthy to be implemented.
Keywords: *Cooperative learning method; Teaching English; Students' Skill*

INTRODUCTION

Due to the widespread of English language that used as a first language, English was considered to be a universal language. English is one of the international languages that is crucial to be learned or mastered as well. Despite being a foreign language in Indonesia, English plays a significant role in daily life. English is an universal language because it was used in the world as the primary language. In addition, English is one of the international languages that was important to be mastered or learned. Although English is a foreign language in Indonesia, it occupies an important place in our daily life. Because actually according to Ma'mur (2010), One of the most important creations of human work throughout the history of human civilization is language. It was evident in the world of

education. English is one of the lessons which has been taught to the students from the elementary level until college level.

According to Ratmaningsih (2019), learning English in Indonesia aims is to make language learners enable to communicate with the language speakers and it can be the bridge of communication, such as in trade and education field. According to Zaim (2016) within the concept of language learning, there are four language skills that a language learner should master, namely speech skills, listening skill, reading skill, and writing skill. These four language skills can be mastered by the language learner which supported by the ability to master the language components that are grammatical and vocabulary component.

Actually, teaching learning process in English class especially in Indonesia is not easy to be communicating. So, it needs a suitable strategy or learning method in order to facilitate the English language learning activities. A method is a strategy used to get the specific goal that has been set. Likewise in teaching activity, the method was very necessary by a teacher in the learning process, to get the learning goal that must be achieved. Actually, it is in line with Faturrohman & Sutikno (2010) who said that method has a position as an extrinsic motivation tool in teaching activities, it can also investigate individual differences among students and get the learning gaol. We can't neglected that in the implementation of a learning material, it is necessary to think about the appropriate learning method. The accuracy of the use of the educational method depends on the suitability of the learning method with several factors, such as the purpose of learning, the learning material, the ability of teachers, the condition of students, resources or facilities, the situation of conditions and time (Sumiati & Asra, 2009, p. 92).

According to Sinabariba (2017), teachers must be able to choose the innovative learning models in order to reach the educational accomplishment. To faced the students problem in reading, writing, speaking and listening in theteaching learning process, One of the most appropriate method was cooperative learning method. cooperative learning is a learning strategy for achieving the successness in a small group of students with different levels of ability. It is in line with Johnson and Johnson (1997), Small groups are utilized in education to accomplish common objectives and foster cooperation among the pupils. Cooperative learning intended can enhance the understanding about the learning material for students. Each member responds of the group not only to the lessons that have been taught but also helps other team members to learned something in order to create in a conducive atmosphere. Humans are social beings, therefore, any activity performed by one must be related to another. In this method, the students are divided into small groups, then they carry out joint the activities where is all of the problems solution decided together with the group members.. The implementation technique used in the implementation of cooperative learning in the classroom is to transform the teacher centered to the students centered in the learning activities. Thus on this occasion the author is interested to know

what is the role of cooperative learning method in improving students' four skill in English subject.

LITERATURE REVIEW

A. Cooperative Learning

Açkgöz (2003: 336) defined the cooperative learning approach as a learning process where students learn by working in diversely organized groups and by assisting one other's learning. according to Johnson and Johnson (1997), Small groups are used in education to accomplish shared goals and promote cooperation among the students. Students can learn a subject in a group environment by using the cooperative learning method. In addition, "it is completing a given task by all the members of the group" (Barth and Demirtas, 1997: 65). One of the teaching methods that has undergone substantial research and recently gained popularity, such as in Indonesia, is cooperative learning. The use of cooperative learning techniques can help students develop their basic language skills of speaking, listening, and writing. The students meet their expectations and use their mental faculties, and the individual differences are revealed (Yldz, 1999: 59) This method is advantageous for the learner's mental learning because it puts cooperation and communication skills in the forefront, fosters social interaction, and reveals individual differences.

The cooperative learning approach helps students learn more effectively by maximizing their motivation, letting their individual skills shine, and empowering them to learn for themselves. It also supports students' development of self-confidence and a helpful attitude toward their fellow group members. Cooperative learning is a method that "takes the participation of the students to the highest level due to the individual responsibilities given to the students in the group, is simple and does not take much time, reduces the teacher's burden in class, and can be used easily with different teaching methods" (Sünbül 1995).

Ünal and Ada (2000: 19) have repeatedly shown a number of benefits of cooperative teaching in groups, including the fact that it can result in greater success and that it can aid in the development of social skills necessary for participation in small groups. These benefits have included testing these skills, challenging new ideas, asking questions, and resolving conflicts. According to the description, group study makes sure that pupils have self-confidence, which makes them feel more successful.

B. Teaching English

According to Lin & Chien (2010), there are three main types of teaching English. First is TESL. TESL stands for teaching English as a second language. English is used as the

second language of the nation's organizations, societies, and communities when it is taught as a second language. English is taught to non-native speakers in a setting where the language is spoken. Napitupulu & Kisno (2014) claim that TESL is used in a sizable number of areas that have been colonized by English. Additionally, it is extensively employed in nations with sizable immigrant populations. The Netherlands, Denmark, Sweden, Norway, Finland, Singapore, and many other nations speak English as a second language. Then secondly is teaching English as a Foreign Language (EFL) refers to the study of English by non-native speakers in locales where it is not the primary language. One of the nations where English is taught as a foreign language is Indonesia. According to Napitupulu & Kisno (2014), TEFL is useless within their own nations. It indicates that languages are not utilized as official or primarily instructional languages, but rather as a single means of international communication. Then last is teaching English to Speakers of Other Languages (TESOL). TESOL is mainly focused on the techniques and procedures used while teaching English to ESL or non-native speakers. For English teachers and language learners in an expanding circle, it is frequently used by teacher training programs and instructor-education initiatives (Lin & Chien, 2010).

C. Students' Skill

There are numerous uses for language. Language absence is merely a lack of communication. Since the beginning of time, language has played a significant role. The four language necessities such as reading, writing, listening, and speaking are considered to be the four abilities of the hour and are crucial to any effort to acquire a new language. The four skills are the apex of language and will propel forward. Despite being different, they are joined by an unbreakable link. The four abilities of reading, listening, speaking, and writing must be effectively incorporated into English instruction for it to be successful. There are numerous uses for language. Language absence is merely a lack of communication. Lorena (2015) stated that since the beginning of the time, language has played a significant role. Reading, writing, listening, and speaking are the four language needs, sometimes known as the four abilities, and they are considered to be of utmost importance in any language learning endeavor. The four skills are the apex of language and will propel you forward. Despite being different, they are joined by an unbreakable link. For English instruction to be successful, the four skills of reading, listening, speaking, and writing must be successfully blended. These skills should be taught in a way that helps students meet the objectives you set for them and steadily improve their communication ability.

METHOD

This research uses a qualitative descriptive study approach with the type of library study research or literary study. Library study research or

literature study is a series of studies using a method of collecting various information or data and searching from sources such as reports, journals, and various documents related to research problems. The subject of this research is elementary school students. The steps in this research are as follows;

1) list the variables studied,
2) perform the variable search,
3) carry out the activity of selecting materials according to the requirements from the source,
4) check the index relating to a variable or research topic,
5) review the library material, and the final step is the reporting of the study results or the research writing process.

The data analysis techniques use descriptive analysis methods, i.e. analysis studies by describing various findings from facts, decomposing them, providing understanding and explanation. The purpose of this study is to gather information on different viewpoints regarding the application of the cooperative learning approach and the effects it has, particularly on the field of education. This study employs qualitative approaches together with data analysis strategies through the use of literature reviews. Secondary data was gathered in the form of article studies that cover the usage of cooperative learning and its effects on education. The process of gathering data is then carried out in groups, followed by analyses and conclusions based on the literature examined (Rahardaya & Irwansyah, 2021).

FINDINGS

After selecting the materials according to the requirements from the source, the researcher found the finding below:

No	Researcher's Name and Year of Publication	A	
		Research Title	Research Results
1	Intan Analesti (2023)	The Influence of Using Students Team Achievement Division Technique on Students' Reading Comprehension in Recount	With STAD, students' levels of learning accomplishment can be raised, and their reading comprehension of recount texts can be enhanced, particularly in terms of identifying and analyzing the main
		Text at the Tenth Grade of MA Khairul Ummah	and drawing inferences.

2	Asyifa Ainurrohmah (2022)	Using Podcast Through Student Teams Achievement Division (STAD) to Teach listening of Recount Text	After implementing STAD, It can improve the student productivity and students' quality in listening.
3	Rose Diana, Evi Manfaati (2022)	The Effectiveness of Using Numbered Heads Together (NHT) to Teach Reading	Numbered Heads Together (NHT) is appropriate method to teach reading because students' reading skill improved and it made students more interesting and build their motivation in
4	Hani Ammaria, Usman Kasim, and Saiful Marhaban (2023)	The Use of Numbered Head Together to Improve Students' Writing Ability for Grade VIII of Junior High School	Numbered Heads Together (NHT) given good impact on students' writing abilities. It can be approve through the students understanding on what will they write because they can discuss and ask their friends opinion. So, they can solve the problem. Through this technique, students also be more active and can do serios discussion. So, they can understand about writing aspect, such as content, mechanic, and how to organize their ideas. Therefore, the
5	Badriyatus Sholihah, Ria Kamilah Agustina (2023)	The Influence of Think Pair Share Strategy Towards Students' Writing Ability of Recount Text *(A Quasi Experimental Research at the even semester of SMPN 1 Gudo Jombang)*	The students' writing abilities, particularly in creating recount texts, were influenced by the Think Pair Share technique. Through this strategy, the students' got new vocabularies. It also make the students felt interesting and enjoying the class. Moreover they have time to think, discuss and decided the
6	Disra, M. Zaim, Yenni Rozimela (2018)	Improving students' writing skill by using cooperative learning (think, pair, share) technique at grade VIII-7 SMP Negeri 1 Padangsidimpuan	The students' writing skill in the three aspects of writing; organization, grammar, and vocabulary were improved.
7	Abdul Kadir Kirbas (2017)	Effects of Cooperative Learning Method on the Development of Listening Skills	Cooperative learning method was more effective method to improve students' listening skills and listening comprehension than through traditional
8	Risma Rahajeng Lestari; Lus	Improving Students Listening Skill Through Cooperative Listening	Cooperative learning technique succeed in improving students' listening skill.

		Technique at the Eleventh Grade IPA 4 Students of SMAN 2 Mojokerto	
9	Teguh Satria Amin, Reni Sapitri (2019)	Improving Students' Listening Comrehension Through Cooperative Listening	Through cooperative learning method, students' felt more enjoying the learning process because they can share their opinion and found the definition of difficult words together. Therefore, it is effective strategies to teach students'
10	Doni Alfaruqy (2021)	The Implementation of the Jigsaw Technique to Increase Students' Listening Achievement and Motivation Aspects	Students become more focused as a result of the jigsaw technique's learning process. As a result, the students are motivated to listen to one another since they need to work together to complete their assignments. They have the capacity to enquire, clarify, and reiterate positions. The interactions and participation of the students during the teaching and learning process can be enhanced by these activities. Additionally, the jigsaw method pushes pupils to engage higher order thinking abilities including elaborating, explaining, synthesizing, and evaluating. Because the jigsaw technique can lessen
11	Tashi Dendup & Angkana Onthanee (2020)	Effectiveness of Cooperative Learning on English Communicative Ability of 4th Grade Students in Bhuta	Students that participated in CL built positive relationships with their classmates and increased their oral communication, responsibility-taking, motivation, and self-confidence skills.
12	Devi Apriliawati , Lulus Irawati ,and Erlik Widiyani Styati (2017)	The Effect of Two Stay Two Stray (TSTS) Method on Recount Text Writing at the Eight Grade Students of SMPN 2 Sawahan	The pupils are more motivated to write after using the TSTS method, and they can also organize their thoughts and comprehend the subject matter with ease. So that their friends or their own groups may hear what they have to say, the students also can offer
13	Fiqih Jaudu Luthfi Sofian (2022)	The Effectiveness of Jigsaw Technique on Students' Writing of Recount Text (*A Quasi-Experimental Study at Eight Class of SMP YAPPA*	The Jigsaw method was successful in helping the students to develop their writing abilities.

		DEPOK)	
14	Achmad Alfarezi, Khusnun Afifah (2020)	The Influence of Using Group Investigation Towards Students' ReadingComprehension on Recount Text on English as a Foreign Language (EFL) Learners: A case study in Indonesia	Group investigations can enhance students' reading comprehension of the main idea (topic), expression/idiom/phrases in the text, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in the text.
15	Mutia Nasution (2022)	The Effect of CIRC (Cooperative, Integrated, Reading, and Composition) Method on Students Achievement in Reading Recount Text	Particularly when reading recount texts, Through CIRC strategy, it can draw the students to make them feel pleasurable while also making it simpler for them to comprehend the subject matter.
16	Dina Yuantika Annisah (2022)	Teaching Strategies Used by the Teacher in Teaching Writing Recount Text at SMP Negeri 1 Medan	Cooperative Learning can improve students' writing skill to be better.
17	Hikma Patricia, Patuan Raja, Ari Nurweni (2019)	Teaching Writing Recount Text Through Cooperative Learning by Using Roundtable Technique at the First Grade of SMAN 1 Pasir Sakti	The roundtable method helps students not only with recount texts but also with other types of texts and other abilities.
18	Yozi Sonor Gita, Yanti Ismiyati (2021)	The Effect of Using Bamboo Dancing Cooperative Learning Strategy Towards Student English Speaking Skill in Senior High School 3 Jambi City	Bamboo Dancing Cooperative Learning Strategy indicated give good effect on students' speaking skill.
19	Gerhard Wira Tama, Regina, Ikhsanudin (2021)	Developing Learning Material for Teaching Writing Recount Text Using STAD Technique for the Tenth-Grade Students	STAD is appropriate method for teaching writing because it can improve students' writing Skill.
20	Sartika Sari & Destri Wahyuningsih (2020)	The Effect of Using Number Heads Together Cooperative Learning Model Towards Students' Reading Comprehension on Recount Text of Grade Eight at	NHT strategy more appealing, engaging, and innovative methodology led the pupils to believe that learning was enjoyable.

		Madrasah	
21	Maya Puspita Sari, Novi Hardiana Putri, Eka Zahriana, Muhammad Safwan (2022)	Picture and Picture Learning Model to Improve Students Achievement in Writing Recount Text	The picture and picture learning technique is used because it is not only enhances learning results but also makes students more engaged and active participants in their learning process. Additionally, it inspired the students as well.
22	Asti Noor Ridha, Abdul Muth'im, Elvina Arapah (2020)	The Use of Numbered Heads Together Technique in Teaching Reading Recount Texts at the Eighth Grade Students	NHT encourages students to be more active, self-assured, engaged in participating, and enjoying the learning process, it improves students' reading achievement.
23	Hikmatul Mahmudah, Moh. Yamin, Fatchul Mu'in (2019)	The Use of Think-Pair-Share (TPS) in Teaching Recount Text Hikmatul Mahmudah, Moh. Yamin, Fatchul Mu'in	When TPS is used, reading proficiency among students improves. Additionally, it makes pupils more enthusiastic, self-assured, engaged in group activities, and energetic.
24	Muhammad Usman; Novi Yani, Liza Malvina Ubat (2021)	Teaching Writing Recount Text by Using Cooperative Learning Type Team Assisted Individualization (TAI) Strategy	The pupils' capacity to master writing, particularly narrative text, can be enhanced by team-assisted individualization.
25	Diana Sari (2019)	The Influence of Cooperative Learning Technique and Reading Interest Towards the Eight Grade Students' Reading Comprehension on Recount text of SMPN 48 Palembang	Cooperative Learning method can influence the students' reading interest.
26	Arsen Nahum Pasaribu (2022)	Implementation of Cooperative Learning by Using Jigsaw Technique in Speaking to the Grade XI Students of SMK Negeri 9 Medan	Jigsaw helped the students confidence students to deliver their idea orally. So, the students have better performance in speaking.
27	Khairunnisa Fazira (2022)	The Effect of Picture and Picture Media in Cooperative Learning Model on Students Writing Ability of Recount Text at SMA IT Fadhilah Pekanbaru	Students' writing skills can be improved by teaching writing utilizing picture and picture in a cooperative learning style.

28	Marudut Sitorus , Pamela Harvey (2020)	Using Cooperative Learning Methods (STAD and Think Pair Share) to improve the Students' Reading Comprehension	Through STAD and TPS strategy, it improves students' communication skills and supports the development of social skills in addition to increasing students' active engagement to share their idea, and cooperative act that made effective
29	Manal Shammout (2020)	The Effect of Cooperative Learning Activities on Enhancing the Writing Skills of Syrian EFL Learners at Arab International University	Students' confidence can be boosted and their writing skills can be stimulated by using cooperative writing method.
30	Moh. Mahmud , Arifiyana (2022)	The Use of Numbered Head Together (NHT) Method to Improve Students' Speaking Skill	Cooperative learning model can improve speaking skills.
31	Nicodemus Bisse (2018)	Increasing Student's Ability in Writing Narrative Text through Cooperative Learning Approach Nicodemus Bisse	Students' capability to write recount texts can be developed through the use of a cooperative learning strategy.
32	Rahman, Yoesrina, Novia Vini Syafitri, Faishal Rachman Firdaus, Asri Wibawa Sakti (2021)	The Effect of Cooperative Integrated and Reading Composition Model on Elementary School Students' Personal Experience Creative Writing	Students' abilities in creative writing are greatly enhanced by the literacy-based Cooperative Integrated Reading and Composition learning paradigm.
33	Budiarto, Yumna Rasyid, Ninuk Lustyantie (2019)	Combining Think-pair-share and Role-play Techniques for Improving English Speaking Skill	Role play and TPS can work together to create a beneficial interdependence. Then, instead of just waiting for others to respond, the students put a lot of work into coming up with a solution on their
34	Hertiki and Juliati, S.Pd. (2019)	Improving Students' Writing Skills Using Cooperative Learning at SMPN 2 Sukodono	The use of different CL techniques can improve the motivation of the students during the teaching learning process that give effect on students' writing skill
35	Wiwit Sariasih (2019)	Improving Students' Writing Ability and Motivation Using Cooperative and Collaborative Learning in Teaching Writing to English	Cooperative and collaborative learning strategies can help students' to improve their writing skills.

		Departement Students Of Universitas Pamulang	

DISCUSSION

In this life, motivation has important role that effect someones' life, including for students. When they are still being a student, they need motivation. Without having motivation, they will not follow the teaching process effectively. Cooperative learning is one of the method that can increase students' motivation. According to (Faturahman and Sutikno, 2010; sunbul, 1995; Manfaati , 2022; Alfaruqy, 2021; Dendup and Onthanee, 2020; Hertiki and Julianti, 2019; Sariasih,2019) they found that cooperative learning method can improve students; motivation in teaching learning process. However, when the students have high motivation, so the students will have self confidence in teaching learning process. So it will effect the students' performance. It is in line with Meghna and Vandana (2020) who said that The cycle of motivation can be viewed as one in which thoughts drive behavior, which drives the performance, which influences thoughts, which influences behavior again, and so on.

Then it also can made the students feel enjoy. If the students feel enjoy in the learning process, so the students will follow the class with all of they heart. Then, they will do the discussion seriously. So, they can understand the material easily and can solve their problem together with their friends. It is in line with (Ammaria et al, 2023; Sholihah and agustina, 2023; Amin and Sapitri, 2019; Alfaruqy, 2021; Nasution, 2022. Ridha et al, 2020; Mahmudah et al ,2019) who stated that cooperative learning method can attract the students to feel enjoyable and make them easier to understand the material.

Then, as social human any activity performed by one must be related to another. Sometimes, we cannot neglected that in group discussion especially when they have to use their listening ability sometimes there are different opinions each other. So, we must solve those conflict in order to against the bad effect of conflict on students' relation and achievement. Alfaruqy (2021) found that Teaching listening skills through the jigsaw technique is more meaningful for students because the jigsaw technique can reduce social conflict among school students.

Actually, in Indonesia teachers have problem with students activeness in the classroom. Sometimes students still silent even their teacher ask them to answer the question. It make difficulties to be students' centered when the teacher only used traditional method on teaching English. The development of teaching method produced cooperative learning method as on of the method that can make the students active in the classroom. It have been proof by (Ammaria et al, 2023; Sari et al, 2022; Ridha et al, 2022; Mahmudah et al, 2019; Sitorus and Harvey, 2020) who stated that the use of cooperative learning method can make the students active in participation and answer the teacher question. So, we can conclude that the social skill of the students that was about communication skill can be improved through cooperative learning method.

From the explanation above, we can conclude that cooperative learning method can be truly help the teacher to improve students' four skill in English. There are many previous researchers (Ammaria et al, 2023; Sholihah and Agustina, 2023; Disra et al , 2018; Apriliawati et al,2017; Jaudu and Sofian, 2022; Patricia et al;2019; Annisah,2022; Tama et al, 2021; Sari et al, 2022; Usman et al,2022; Shammoutl,2020; Faziraa,2022;Bisse,2018;Rahman et al, 2022; Hertiki and Julianti,2019 and Wiwit, 2019) who stated that can improve the aspects of writing skill; content, vocabulary, and mechanics. they were able to write longer, and they could organize their ideas better and correctly.

Then (Analesti,2023;Manfaati,2022;Alfarezi and Afifah,2020; Nasution,2022;Sari and Wahyuningsih, 2020; Ridha et al,2020; Mahmudah et al,2019; Sari, 2019; Sitorus and Harvey, 2019; Rahman,et al,2019) said that cooperative learning method can improve each aspect of students reading comprehension of the main idea (topic), expression/idiom/phrases in the text, inference (implied detail), grammatical feature, detail (scanning for a specifically stated detail), excluding fact not written, supporting idea, and vocabulary in the text. So, the students' reading comprehension can be improve.

Next, Cooperative learning method also be one of trusted method that can improved students' listening skill. However, sometimes listening skill can be a problem in discussion because sometimes each person have different opinion about what they have listened. It was accordance with many researchers who have stated that Cooperative learning method can improve and help students problem in listening because because they were able to discuss ideas, discover workable solutions, and even define challenging terminology together. (Alfaruqy,2021; Ainurrohmah, 2022; Kirbas, 2017;Lestari and Zakiya,2021;Amin and Sapitri,2019) .

Then, the last was about speaking. Speaking is one of the most fundamental skill that must be master. Since, through speaking people can have communication. Unfortunately, there are so many students who afraid to speak. So, cooperative learning method appear to overcome those problem. Many researchers (Gita and Ismiyatii, 2021; Pasaribu,2022; Mahmud and Arfiyana,2022; Budiarto et al,2019) who found the fact that cooperative learning method can improved students' speaking skill because the students could gain more self-assurance when speaking up for their ideas.

CONCLUSION

One of the international languages that is crucial to be learned is English. However, despite being a foreign language in Indonesia, English plays a significant role in our daily lives although English isn't our mother tongue.. So, both the teacher and students' faced the problem in teaching learning process. Because of that, teacher should made the classroom alive through appropriate method to make the students understand about the material, moreover English have four skill that should be mastered. Based on the data, we can conclude that cooperative learning method can be fun and attractive method that can made

students enjoying the material, active, and feel confident to share their ideas or opinion. When they are enjoying the material of course they will pay attention to the teacher and understand the material which will be effect on students skill that was reading, speaking, listening, and speaking. So, it can be conclude that cooperative learning method was one of the appropriate method in teaching English to improve students' four skills in English.

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