DEVELOPMENT OF ENGLISH LESSON BASES INVESTIGATION OF THE COOPERATIVE LEARNING MODEL

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ARTICLE INFO	ABSTRACT
	The study's goal is to create a model of English learning resources and tools using group investigation models of the cooperative learning type; this research results in requirement-based English teaching materials. The ADDIE model and development research are two of the quantitative and qualitative model approaches used in this study. This study was part of the Elementary Teacher Education Program (PGSD). 1) test 2) model validation, 3) questionnaire, and 4) observation were used to examine the data. Results include improved student learning outcomes in English, excellent categories, and English teaching materials developed based on expert validation in the very valid category. Lecturer activities in the category of learning are also very good, and English teaching materials can improve students' learning abilities and outcomes.

INTRODUCTION

The lack of comprehension and proficiency in English, as well as the incapacity to communicate effectively and accurately in accordance with the English communication style, form the basis of this study. In addition to the lack of educational materials and methods that encourage growing enthusiasm and drive for studying English. Students' low proficiency in English is partially due to their perception that the language is very difficult to learn due to differences in writing and reading, intonation, and pronunciation (Thakur, 2015). As a result, they are less interested in learning English. This needs to be addressed by providing English textbooks, learning resources, and tools, as well as language lab facilities to improve speaking and listening (Darus et al., 2012). This study will create a model of English teaching materials. According to Wang and Coleman (2009), students find learning English in the Elementary Teacher Education Program to be challenging and unappealing.

Students report that English is no longer used in elementary schools, despite the fact that it is a required course in the Basic Education Study Program across Indonesia. In addition to the absence of learning resources and tools that can boost interest and motivation to learn English, there is a lack of comprehension (Shi, 2011), mastery of the language, and the incapacity to communicate effectively and correctly in accordance with the English communication method (Richards, 2006), both in the learning process and in its application to the environment related to the use of English (Wang and Coleman, 2009).

Students' low proficiency in English is partially caused by their lack of interest in the language (Bhowmik et al., 2014); this issue requires attention in order to improve the students' poor performance. Creating a model of English learning resources that enhances students' capacity for thinking, creativity, and innovation as well as their ability to practice speaking English effectively is a smart idea (Hassaskhah, 2016). Based on survey results, the researcher observed English learning activities in the classroom and found that students' writing, speaking, reading, and listening skills fall into the low range. According to (Snyder and Beavis, 2004), it is anticipated that the teaching resources available will meet the needs of the students, be more engaging for the students and easier for them to understand (Agustina, 2013), and be backed by successful learning models that will encourage students' creativity and activity.

Students actively participate in the learning process in this study to implement cooperative learning type group investigation models. They work in groups, discuss, present, and use engaging media to encourage students to come up with new ideas and innovate, collaborate, and respect one another. Group Investigation (GI) is a cooperative learning paradigm that encourages active learning and learning activities that can boost

students' enthusiasm, curiosity, creativity, and critical thinking. The following are the steps for group investigation learning in classroom activities: (1) Split the class up into a number of diverse groups; (2) explain the learning objectives and group projects; (3) designate a group leader; and (4) provide one or more assignments that are distinct from those given to other groups. (4) Each group engages in cooperative discussion of the existing content and is discovery oriented. (5) Following the conclusion of the conversation, the group spokesman reports the findings. (6) The lecturer or instructor provides a clear explanation and a conclusion. (7) Assessment and (8) Conclusion. (PGSD and others, undated). The Group Investigation (GI) cooperative learning methodology has the following benefits:(1) Able to incorporate students with varying skill levels into diverse groups; (2) Capable of teaching students how to improve group collaboration. (3) Instill a sense of responsibility in students by assigning them tasks to accomplish (Bank et al., 2012).

Low learning outcomes and students' proficiency in English are caused by a shortage of textbooks (El Aggoune and Ghaouar, 2019). In textbooks that offer learning materials, Teaching materials are the knowledge, resources, and texts that educators need to research how to execute learning. They are presented methodically, both in written and unwritten forms, to create an atmosphere or setting that facilitates learning (Shitu, 2015). The teaching material refers to everything that used by instructors or students to facilitate language learning, to increase knowledge and language experience. According to Richards ('Language teaching', 2005) (Darus *et al.*, 2012) teaching materials comprise several types which can be in the form of a) reading books, worksheets, b) non-printed materials such as tapes, self-access teaching materials, teaching materials accessed from the internet. Development of teaching materials is what the writer does, instructor, or student, to provide input sources for various experiences designed to improve language learning outcomes.

In this research, the development of English teaching materials follows the steps in the development of the ADDIE Model which includes 5 stages (Yusof *et al.*, 2015) specifically: (1) expertise validation; (2) design; (3) development; (4) analysis; and (5) testing. The tasks that are scheduled include (a) the analysis phase, which entails preliminary research, a review of the circumstances surrounding English language instruction in PGSD, an evaluation of the necessity of instructional materials and learning models, (b) Design level (Design): This cooperative learning model design type inquiry is at this level (Yusof et al., 2015). At this point, tasks include creating a lesson plan, designing resources for teaching English that meet the needs of the students, choosing media, creating worksheets and assessments, Validation, limited trials, field trials, and evaluation of the models' and devices' efficacy are the activities that are carried out throughout the (c) development stage.

The data analyzed in this study were 1) learning achievement test data, 2) model validation check data, 3) respondent questionnaire test data and 4) observation sheet data. The research output produces an effective, cooperative, productive Learning Model, In line with the nature of needs analysis (Teaching, 2018), that the development of new teaching materials is a skill to integrate something already known about learning and language learning with new elements that brought into the classroom by student groups such as their needs, desires, attitudes, and knowledge of the world.

The material design that supports increased motivation (Abdolmanafi-rokni *et al.*, 2013), and student interest, because designing material is an intellectual process to help teachers systematically analyze student needs and build responsibility for accountability when the lecturer mistake choosing an approach, model or strategy learning1) Learning Achievement Test Data; 2) Model Validation Check Data; 3) Respondent Questionnaire Test Data; and 4) Observation Sheet Data were the data studied in this study. The research results in a productive, cooperative, and successful learning model. According to the nature of needs analysis (Teaching, 2018), creating new teaching materials involves combining what is already known about language learning and learning with fresh ideas that student groups bring to the classroom, such as their needs, desires, attitudes, and world knowledge. Because material design is an intellectual process that aids teachers in methodically analyzing students' needs and developing responsibility for accountability when the lecturer is in charge, it promotes greater motivation (Abdolmanafi-rokni et al., 2013) and student interest. Student achievement will not be significantly impacted (rohana et al., 2013). Even in English classes, which are regarded as challenging and dull subjects, students are lethargic, disinterested, and uninterested during the learning process (Meara, 1986).

Following an examination of the problem's history, it pinpoints the issue: (1) Why do pupils receive poor grades in English? (2) Do the English-language textbooks follow the relevant curriculum? (4) Can PGSD students' enthusiasm in learning English be piqued by English textbooks? (5) Do the needs of

students inform the design and development of English textbooks? (6) Do the textbooks' contents have the potential to raise student achievement? (7) Can students understand the information in English textbooks? (8) Can students understand the sentence? (9) Can pupils correctly answer the English questions in the textbook? (10) Is there a dictionary or vocabulary list included with the content? Given the numerous issues that need to be looked at, this study restricts the issue as follows: (1) PGSD students' need for English instruction materials; (2) PGSD English instruction material design approach. (3). outcomes of the assessment of the developed models of English teaching materials; (4) PGSD student learning results following model implementation; (5) How to create English-language content for cooperative learning using Group Investigation?

METHOD

This research uses a mixture of quantitative and qualitative approaches, this study uses the ADDIE model (Analysis, Design, Development, Implementation, and evaluation) Mixed method design is a procedure for collecting data, analyzing and mixing both qualitative and quantitative research methods in a single study to find out problems in research (Yusof *et al.*, 2015). Analysis, the main activity is analyzing the need to develop new learning models and analyzing the feasibility and requirements for developing existing learning models that are not relevant to the needs of the target, learning environment, technology, characteristics of students, etc. (Khadimally, 2015). After the analysis of the problem there needs to be a development of the model-new learning, researchers need to analyze the feasibility and requirements of developing a new learning model, the analysis process to answer several questions such as: (1) whether the new model can overcome the learning problems faced, (2) does the new model have the support of facilities to be applied?, (3) is the educator able to apply the developed learning model ? in this analysis to determine the feasibility of the model.

Design is a systematic stage that starts from implementing learning objectives, designing learning scenarios, designing learning tools, designing learning materials, and learning evaluation tools. To design teaching materials 5 aspects considered by the designer are stater, input, general Information, Language and task. Development; the conceptual framework designed and then developed in the form of products ready tested, such as learning tools, teaching materials. Implementation; implements product results of the design in class, they deliver the material in class to measure the feasibility of the material and learning tools, then given an initial evaluation as feedback on the application of the next model.

Evaluation; there are two stages of evaluation namely formative evaluation and summative evaluation, formative evaluation after every end of the meeting (weekly) and summative evaluation after the learning activities end (semester) to measure the final competence of the learning objectives achieved. Evaluation results to see feedback to model users. Then make revisions according to evaluation results or unmet needs. The population of this study is the total number of tertiary institutions implementing the PGSD program in South Sulawesi which is about 5 University. PGSD organizers in South Sulawesi were taken as samples from PGSD FIP Makassar State University. Before it analyzes the research data, the data collection techniques are observation, English learning outcomes, model validation checklist, and questionnaire learners' responses. The data analyzed in this study are 1) the data identified by students' needs, 2) the expert test data, 3) the readability test data of the developed English teaching material model, and 4) the test data of the suitability of the English teaching material model

RESULTS AND DISCUSSION

The findings from the research conducted on the development of the cooperative learning model, specifically the group investigation model, reveal significant insights at each phase of the process. During the analysis phase, initial research was undertaken to gather data regarding English language instruction in PGSD programs and to evaluate the existing learning tools. Observations indicated a concerning lack of student interest and engagement in English learning. Many students exhibited low confidence in their speaking abilities, made frequent errors in pronunciation and intonation, struggled with writing sentences and translation, and faced challenges in both listening and speaking skills. Additionally, students had difficulty reading passages accurately and demonstrated a higher frequency of pronunciation errors during oral assessments. The English textbooks currently in use were found to be unsuitable, as they did not cater specifically to the needs of PGSD students and were characterized by complex and unengaging content.

In the design stage, the focus shifted to the creation of instructional materials and learning tools, as well as the development of research instruments. This involved the preparation of assessments aimed at

measuring the effectiveness of the learning process. The design phase is crucial as it lays the groundwork for implementing a more engaging and effective learning experience for students. By addressing the identified shortcomings in the existing materials and instructional strategies, the aim is to foster a more conducive environment for language acquisition.

Ultimately, the research underscores the necessity for a tailored approach to English language instruction within PGSD programs. By refining the learning materials and enhancing the instructional design, it is anticipated that student engagement and proficiency in English will improve significantly. This comprehensive approach not only seeks to rectify the current deficiencies but also aims to cultivate a more positive attitude towards learning English among students, thereby contributing to their overall academic success. The preparation of assessments is centered on the content derived from developed English teaching materials, which includes the formulation of tests, the design of educational resources, and the creation of research instruments. This process encompasses the development of various evaluation tools that align with the instructional objectives and the specific needs of the learners.

In the Development Phase, the focus is on creating effective and suitable learning tools that are subsequently tested on PGSD students. This involves the formulation of assessments aimed at evaluating the effectiveness of the learning process, which includes crafting tests that consist of ten multiple-choice questions and ten essay questions based on the established English teaching materials. Additionally, this phase includes the design of educational resources such as syllabi, lesson plans, instructional materials, media, worksheets, and assessment tools, along with research instruments like observation sheets and questionnaires.

During the Implementation Phase, a comprehensive trial is conducted with 25 PGSD students to assess the effectiveness of the developed learning model, which has been revised based on validation feedback. The instructional approach employed is a cooperative learning model known as Group Investigation (GI), structured into three main activity stages: the introduction, the core activities, and the conclusion. The steps involved in the Group Investigation model include dividing the class into diverse groups, clarifying learning objectives and group tasks, assigning unique materials to each group, facilitating cooperative discussions on the assigned topics, and culminating in presentations by group representatives, followed by instructor-led conclusions and evaluations.

The analysis of teaching plans, instructional materials, worksheets, assessment evaluations, observation sheets, and questionnaires indicates that these categories possess significant validity. This comprehensive evaluation underscores the importance of structured educational resources in facilitating effective learning experiences.

In the context of the field trials for English learning materials, a limited implementation was conducted with a group of 15 student respondents. During this initial phase, no corrections or feedback were provided by the participants. Subsequently, a broader trial was executed involving 25 students to assess the overall effectiveness of the materials. This expanded testing aimed to gather more substantial insights into the learning outcomes associated with the English learning resources.

The results from the extensive trial were analyzed based on the feedback received from the respondents, with the trial being conducted over four sessions. The practicality of the English learning tools was evaluated through teacher and student observation sheets, aligned with the Group Investigation cooperative learning model. Each session's activities were rated, revealing a progression from a low category in the first meeting to a very high category in the fourth. Additionally, the instructors' engagement in the learning process was assessed, demonstrating a similar trend in effectiveness and practicality across the meetings. This data collectively affirms the positive impact of the developed learning tools on student engagement and educational outcomes.

1. The evaluation of effectiveness reveals that the implemented tools significantly contribute to achieving mastery in learning, aligning with high standards and yielding responses that consistently fall within the upper echelon of performance.
2. A detailed examination of test scores in English language learning indicates a notable improvement following the application of the cooperative group investigation model. The pretest results yielded an average score of 28.83, which increased to an average of 71.36 after the intervention. This data suggests a marked enhancement in English learning outcomes, as evidenced by the distribution of scores where 23 students fell into the moderate classification and 2 into the high category, indicating a general upward trend in performance.

3. Observational assessments of student engagement during the learning process were conducted using a checklist to gauge the effectiveness of the English learning tools developed. The analysis of these observations, as presented in the relevant tables, demonstrates a progressive increase in student activity levels, with the first meeting categorized as medium, the second as high, and the third and fourth meetings achieving very high engagement levels. Additionally, the results from the questionnaire, which employed agree/disagree statements, further support the positive reception of the learning activities among students.

The Expert validation of the product and it has resulted of validation.

1. The expert team's assessment of the developed English language materials and learning tools indicates that they are suitable for use as effective learning resources. Empirical evidence gathered during the learning process reveals that students exhibit positive responses and demonstrate a steady improvement in their performance at each session. This aligns with the experts' conclusion that the developed learning tools meet the necessary practicality criteria for educational use.

2. The developed learning tools have successfully met the effectiveness criteria, as evidenced by the consistent enhancement of learning outcomes observed at each meeting. There is a notable increase in student engagement and participation, alongside favorable responses to the English materials utilized. Consequently, it can be concluded that these learning tools are indeed effective in facilitating the educational process.

3. The data collected from this study indicates that the implementation of the developed English materials significantly enhances the learning achievements of PGSD students, particularly in areas such as reading comprehension, accurate pronunciation of vocabulary, and overall mastery of language components including verbs, nouns, and adjectives. While students show commendable progress in their speaking, reading, and writing skills, challenges remain in listening proficiency, primarily due to the underutilization of the language laboratory, which is hindered by limited communication resources.

CONCLUSION

The discussions surrounding the research and evaluation of the learning devices lead to the conclusion that the development of English learning device models for PGSD, utilizing the ADDIE framework, encompasses five stages: analysis, design, development, implementation, and evaluation. The validity of the developed devices, as determined by expert validation, confirms that the learning tools and teaching materials in English are appropriately aligned with educational standards

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