

## Cooperative Learning in *Choukai* and *Tingli* Improvement

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### Abstract

*Previously, instruction in Japanese and Mandarin listening courses (Choukai and Tingli) was conducted through a monotonous learning process. Observations and brief interviews indicated that students typically absorb knowledge from lecturers without engaging in cognitive processes such as translation, comprehension, analysis, or the formulation of analogous examples. This leads to students being passive and even neglecting the learning process. In listening comprehension, although it may seem that the sole activity involves auditory engagement with audio or spoken language other processes are required, particularly for advanced listening courses. In advanced semester courses, students must comprehend more than just the auditory material. The objective of this research is to determine the efficacy of the cooperative learning paradigm in enhancing listening abilities. This study is a quantitative experimental investigation featuring a pre-test prior to treatment and a post-test after treatment. Data gathering methods are conducted through the administration of tests and observations. The cooperative learning strategy implemented in the Choukai and Tingli courses will engage students actively and creatively in analyzing audio and generating additional case studies from diverse perspectives.*

**Keywords:** *cooperative learning; choukai; tingli*

## **INTRODUCTION**

Education is a process that enhances an individual's capacity to identify their skills. Consequently, education must be carefully structured, meticulously planned, and continuously refined to optimize efforts in enhancing students' capacities by addressing cognitive, emotional, and psychomotor dimensions. Quality education is the outcome of effective learning processes. The learning process is deemed successful when the teacher engages students actively throughout instructional activities (Setyorini, 2018). The current learning process is predominantly focused on Student-Centered Learning, necessitating that educators adapt their instructional approaches for students. The objective of such learning activities is to foster student comprehension through their experiences, hence facilitating chances for creativity and enhancing critical thinking skills.

Student-centered learning emphasizes specific courses tailored to meet individual student needs. Students are positioned as the focal point of learning, where they exert greater influence in the educational process. To facilitate this, educators must possess a comprehensive awareness of the diverse approaches, models, methods, and media that might enhance the learning process. The cooperative learning model is very suitable for student-centered learning. The cooperative learning model is a pedagogical approach in which students engage in collaborative learning within small groups of five individuals, characterized by a varied composition (Slavin in Isjoni, 2009: 15). The cooperative learning model is a method comprising tactics aimed at promoting collaborative student engagement in the learning process, hence enhancing academic achievement and fostering positive social behaviors of mutual aid. The cooperative learning model differs from merely studying in groups. Cooperative learning is distinguished from arbitrary group division by five fundamental elements: positive interdependence, individual accountability, face-to-face interaction, member communication, and group process evaluation (Lie, 2007). The proper execution of the cooperative learning model will demonstrate that instructors administer the classroom more efficiently.

Collaborative education Slavin (2005) discusses various learning methods wherein students collaborate in small groups comprising diverse accomplishment levels, genders, and cultural backgrounds to facilitate mutual learning of the subject matter (Slavin, 2005). In collaborative classes, students are anticipated to assist one another, engage in discussions, and debate to refine their existing knowledge and address gaps in their comprehension. Cooperative learning transcends mere group learning, as it necessitates a collaborative motivation and task framework that facilitates open interaction and fosters effective interdependent connections among group members.

The *Choukai* and *Tingli* courses focus on listening comprehension of spoken discourse in Japanese and Mandarin. In the prior traditional educational model, instruction was predominantly teacher-centered, resulting in a tendency towards monotony. This is due to the teacher's greater authority in regulating the learning process. Observations and brief interviews indicated that students typically absorb material from lecturers without engaging in cognitive processes such as translation, comprehension, analysis, or the creation of alternative case examples. This leads to students becoming passive or even disengaged during the learning process. The educational process often commences with auditory engagement aligned with the textbook chapter, followed by students responding to various inquiries regarding the audio content. In this method, Student Center Learning can solely be achieved by inquiring students about the audio content, aligning both with the specific questions and the overall substance of the audio. In mastering *Choukai* or *Tingli*, the process extends beyond only listening to audio or spoken talk; it necessitates a more comprehensive approach, particularly for advanced courses.

In the advanced *Choukai* and *Tingli* courses, students must exceed mere comprehension of the audio material. Students engage in a process that involves listening to audio, interpreting, analyzing, responding to various questions on the audio material, and producing additional case examples that illustrate daily living adapted to Japanese culture. The efficacy of these processes can be enhanced by the

implementation of the Student Center Learning Cooperative Learning paradigm. The Cooperative learning style implemented in this *Choukai* course will enable students to engage actively and creatively in audio analysis and the generation of additional case studies from diverse perspectives.

This study will demonstrate the enhancement of listening abilities through cooperative learning. Numerous investigations into cooperative learning have been undertaken, including Kusuma's (2019) research on cooperative models in listening education through sentence construction exercises, Harena's (2019) study on cooperative models to enhance reading proficiency, and Alifah's (2018) examination of cooperative models to advance Japanese writing skills. This study differs from prior research on cooperative learning in its implementation process, particularly on the listening learning component. This study examines the process of acquiring listening skills in Japanese (*choukai*) and Mandarin (*tingli*) through cooperative learning, wherein learners collaborate in small groups composed of diverse achievement levels, genders, and ethnic backgrounds to assist one another in comprehending audio materials. In cooperative classes, students are anticipated to assist one another, engage in discussions, and debate to refine their acquired knowledge and address each other's comprehension deficiencies.

This project will use a novel learning paradigm, specifically Cooperative Learning, which has not been utilized by educators in the *Choukai* and *Tingli* listening courses, to enhance the Student-Centered Learning approach.

## METHOD

This study employs a quantitative methodology with an experimental design. The research was conducted at the Faculty of Cultural Sciences (FIB), specifically within the Department of East Asian Languages and Literatures, focusing on the Japanese and Mandarin Literature Study Program. It was executed in the Even Semester of 2023. The research subjects comprised students enrolled in the Japanese and Mandarin Literature Study Programs under the Department of East Asian Languages and Literatures, Faculty

of Cultural Sciences (FIB). This study employed open testing and observational strategies for data collecting. The assessments are categorized into two types: pretest and posttest. This study employed qualitative observational data analysis as its analytical technique. The researcher conducted qualitative analysis based on observations of the learning process including both the researcher and students in the classroom. Field notes were transformed into coherent phrases and subjected to qualitative analysis.

## **RESULTS AND DISCUSSION**

The use of the Cooperative Learning approach in *choukai* and *tingli* instruction has been executed over multiple sessions. Each meeting included a pre-test and post-test to assess the impact of Cooperative Learning implementation. The pre-test and post-test questions were general inquiries pertaining to the audio content, which students could respond to before to listening. Subsequently, students engaged with the audio and received Cooperative Learning intervention. The execution of Cooperative Learning was conducted through the subsequent stages: (1) Students engage in small group discussions regarding the audio content and respond to questions pertinent to the audio, with each group addressing a distinct theme. (2) Upon the completion of all groups, each group will sequentially facilitate a discussion with all students on a specific issue addressed. (3) Prior to the discussion, a pre-test will be administered to students not participating in the discussion leader group. (4) Discussion and collaborative learning occur through listening to the audio and responding to questions pertinent to its topic. The post-test is administered. (6) Completing the questionnaire.

The pretest scores in the *Choukai* and *Tingli* courses showed an increase in the posttest scores at each meeting displayed in table 1.

Table 1. Pre-test dan Post-test *Choukai* Scores

No.	BAB 38		BAB 39		BAB 40		BAB 41		BAB 42		BAB 43		BAB 44		BAB 45	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	40	80	90	100	80	100	40	90	P	P	20	80	70	90	60	100
2	80	100	60	80	80	100	40	90	P	P	40	80	70	90	50	100
3	40	100	40	100	20	100	20	60	20	60	20	60	20	60	20	80
4	P	P	P	P	60	90	40	60	20	40	20	80	40	80	20	100
5	60	70	70	100	P	P	60	60	40	70	40	80	40	80	40	100
6	40	100	40	90	60	90	70	80	80	100	40	70	30	70	40	80
7	40	70	60	90	P	P	60	60	40	70	60	90	50	80	40	100
8	P	P	P	P	40	100	40	70	40	100	30	100	40	100	20	80
9	60	80	60	90	20	80	50	60	20	60	P	P	20	60	10	80
10	70	100	90	100	70	100	80	100	90	100	80	100	30	50	80	100
11	70	90	70	100	20	50	30	50	40	60	20	80	20	50	60	100
12	90	100	90	100	80	100	80	100	80	100	100	100	30	50	80	100
13	50	80	60	70	40	90	30	60	20	70	20	60	10	70	20	100
14	40	90	60	90	60	100	60	70	40	90	P	P	20	80	40	100
15	40	80	90	100	40	100	20	80	P	P	60	100	20	90	60	100
16	70	90	70	90	50	80	30	50	80	100	70	100	30	60	P	P
17	P	P	P	P	20	100	30	60	20	90	60	80	20	80	30	80
18	P	P	P	P	20	80	20	90	20	90	20	60	20	100	40	90
19	60	100	20	100	80	100	40	80	40	100	60	100	P	P	20	100
20	40	100	40	90	20	90	40	60	40	100	30	80	20	70	30	100
21	100	100	90	100	60	60	P	P	80	100	50	70	30	60	40	100
22	50	80	60	100	40	80	30	60	40	90	40	90	20	90	P	P
23	50	100	60	90	60	90	40	70	80	100	30	70	30	70	40	80
24	60	100	60	90	60	90	70	80	80	100	40	90	30	50	30	80
25	40	60	60	70	40	80	40	60	20	60	10	80	20	60	50	100
26	80	100	60	100	80	100	40	80	60	80	100	100	P	P	20	100
27	60	100	40	80	60	100	P	P	90	100	80	70	30	70	40	100
28	40	90	40	80	60	100	10	60	40	60	10	80	0	40	P	P
29	40	60	60	100	40	100	40	60	20	90	10	60	20	80	60	80
30	90	100	70	100	60	80	P	P	40	100	70	90	30	80	60	100
31	P	P	P	P	80	100	60	60	60	100	80	100	40	80	40	100
32	P	P	P	P	60	100	60	70	100	90	100	80	60	60	100	100
33	40	80	20	90	60	100	0	70	40	70	P	P	0	30	20	80
34	40	80	60	80	40	100	0	70	20	80	10	80	0	60	20	80
35	40	70	90	100	P	P	40	40	40	40	60	80	20	50	80	100
36	20	80	30	100	20	80	0	60	80	100	20	90	20	80	20	100

\*P : Presentation

Table 2. Pre-test dan Post-test *Tingli* Scores

NO	MEETING								NO	MEETING							
	1		2		3		4			1		2		3		4	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post		Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	60	80	65	87	70	88	72	90	25	78	90	80	95	82	98	88	100
2	55	78	60	78	65	80	68	83	26	55	78	60	78	65	80	68	83
3	60	75	60	78	65	80	65	85	27	70	85	72	88	75	90	78	98
4	70	85	72	88	75	90	78	98	28	55	78	60	80	65	82	68	85
5	60	75	63	80	65	83	68	85	29	55	78	60	80	65	82	68	85
6	55	78	60	78	65	80	68	83	30	70	85	72	88	75	90	78	98
7	60	75	63	80	65	83	68	85	31	70	85	72	88	75	90	78	98
8	60	80	65	87	70	88	72	90	32	70	85	72	88	75	90	78	98
9	55	78	60	78	65	80	68	83	33	78	90	80	95	82	98	88	100
10	62	80	66	85	70	90	80	95	34	55	78	60	80	65	82	68	85
11	60	80	65	87	70	88	72	90	35	55	78	60	80	65	82	68	85
12	70	85	72	88	75	90	78	98	36	78	90	80	95	82	98	88	100
13	78	90	80	95	82	98	88	100	37	78	90	80	95	82	98	88	100
14	55	78	60	80	65	82	68	85	38	55	78	60	78	65	80	68	83
15	70	85	72	88	75	90	78	98	39	55	78	60	78	65	80	68	83
16	55	78	60	78	65	80	68	83	40	55	78	60	78	65	80	68	83
17	55	78	60	78	65	80	68	83	41	70	85	72	88	75	90	78	98
18	70	85	72	88	75	90	78	98	42	78	90	80	95	82	98	88	100
19	62	80	66	85	70	90	80	95	43	55	78	60	78	65	80	68	83
20	55	78	60	78	65	80	68	83	44	55	78	60	78	65	80	68	83
21	78	90	80	95	82	98	88	100	45	78	90	80	95	82	98	88	100
22	70	85	72	88	75	90	78	98	46	70	85	72	88	75	90	78	98
23	55	78	60	80	65	82	68	85	47	78	90	80	95	82	98	88	100
24	70	85	72	88	75	90	78	98	48	70	85	72	88	75	90	78	98

The enhancement of posttest scores and the ability to respond to posttest inquiries, as indicated by the questionnaire and brief interviews, resulted from various factors, including the students' curiosity regarding the pretest questions, engaging themes, and a significant differentiating factor from prior studies, such as those by Kusuma (2019) on cooperative models in listening education via sentence construction exercises, Harena (2019) on cooperative models for improving reading proficiency, and Alifah (2018) on cooperative models for enhancing Japanese writing skills. This factor is the

capacity for learning to occur independently of instructors, facilitated by Student-Centered Learning through cooperation and collaborative discussions, which fosters awareness and accountability in achieving a collective understanding of the educational process.

## CONCLUSION

Diverse learning methodologies can influence the enhancement of students' academic capabilities. Cooperative Learning is a variant of instructional methods. This study demonstrates the use of Cooperative Learning to Japanese (*choukai*) and Mandarin (*tingli*) listening acquisition. This can be substantiated by the improvement in students' scores on the administered pre-test and post-test. Furthermore, the results of the administered questionnaire indicate that Cooperative Learning is an engaging strategy that might enhance students' enthusiasm in learning. A novel form of the Cooperative Learning approach can be implemented in *choukai* and *tingli* listening instruction. Diverse methodologies in listening education can enhance students' auditory skills and engagement in learning; hence, future study should aim to identify more captivating instructional variations.

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