Exploring the Implementation of Cooperative Learning and Its Challenges in Relation to Students' Motivation (A Case Study in an Emancipated Curriculum Classroom at One of the Senior High Schools in Sragen)

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Abstract

Since English has become an advanced elective subject at the secondary school level based on the current curriculum, the Emancipated Curriculum. Thus, the teacher's role in implementing learning strategies is essential. This study examines the phenomenon within one active learning method: cooperative learning. However, based on some previous studies, it has not examined the five principles of cooperative learning, so the implementation cannot be efficient. Therefore, this study focuses on three points: how cooperative learning is implemented from the five principles of cooperative learning, the challenges faced by English teachers, and the impact of cooperative learning on learning motivation from students' perceptions. I used qualitative methods with classroom observations, observation guides, and analysis of instructional documents, interviews, and student questionnaires. After collecting and analyzing the data, the results of this study are in the implementation of cooperative learning strategies. There was one principle not included in the activity, namely, group processing. Apart from the five principles of cooperative learning, the English teacher also mentioned that students' lack of vocabulary and grammar mastery is the main challenge throughout cooperative learning strategies. However, based on the findings of this study, cooperative learning helps elevate the motivation of students to learn English. Therefore, it can be concluded that implementing cooperative learning still needs to be further investigated, focusing on the five principles, as one is not implemented well.

Keywords: Cooperative Learning, Five Principles of Cooperative Learning, Students' Motivation

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INTRODUCTION

Indonesians' English language skills are still low, ranking 79 out of 113 countries, according to EF English Proficiency Index (EF EPI) 2023 data, Since English is only studied in school without knowing the benefits of English in the future, most students are too lazy to learn English more deeply; they cannot speak English fluently because they don't know the real purpose of learning. Thus, it causes a lack of motivation to learn English. Nowadays, English is viewed as a mastered language skill, but it should be taught as a meaningful and communicative language that learners can use to speak with people (Delavari, 2024). Therefore, as learning instruction, teachers must create an interactive learning process that engages students actively in a class to improve their motivation to learn. In learning instruction, the teacher should create an environment that helps the learners be motivated and interested in the learning process. Allowing students to practice technical skills will give them hands-on experience and confidence to understand the subject (Havhannsyan, E, 2023, cited in Adidul, 2024). Teachers must create interactive learning to produce human resources capable of facing the challenges of this century and the reality of the needs of the 21st century. Nowadays, changes have occurred in all areas of life, for example, in education, such as the change in curriculum and teaching strategy. To gain 21st-century skills, students need to have some skills, namely, communication and collaboration. To develop these skills, students should learn the 4C skills: critical thinking, creativity, collaboration, and communication. The role of learning strategies to support the creation of 4C skills is vital in determining a good learning process where students can actively participate in the learning process. Not only that, but learning strategies also become a bridge for students and teachers to form good communication. It aligns with Deng (2024) who stated that language learning can increase students' willingness to communicate, strengthen teacher-student relationships, and promote teacher well-being and teaching effectiveness. Therefore, students will enjoy and be more enthusiastic in learning.

Based on the current newest regulation, Emancipated Curriculum, the Regulation of the Ministry of Education and Culture Number 16, the year 2022, about Process Standard, the learning strategy must create a quality of learning experience by encouraging the participation of students. The cooperative learning model is an example of a learning strategy that complies with these regulations. Cooperative learning is a student-centered constructivist learning model that allows students to think and develop creativity. Studies about the cooperative learning model are widely acknowledged and mostly indicate positive results in students' motivation, improved speaking and critical thinking skills, and class participation. Afriana (2017)

made a similar statement that cooperative learning is a constructivist learning that involves students learning to be more creative and active in developing knowledge using prior knowledge. Liao, Li, and Wang (2019) Also stated that the cooperative learning grouping technique effectively improves students' English learning. In addition, Al-Malki et al. (2022) cooperative learning enhances EFL learners' social skills, maximizes inter-group relations, mastery of the course content, and academic achievement. Moreover, implementing a cooperative learning strategy has also been widely practiced in Indonesian schools.

Sofyan et al, (2024) stated that cooperative learning allows each group member to play an active role in the discussion process, providing face-to-face interactions, exchanging information, working together, respecting each other's differences, and filling in each member's deficiencies. A study by Sari and Ahmad (2022) showed that applying the Jigsaw Cooperative Learning Model Type II effectively increased self-efficacy. Moreover, Una (2020) the same context of cooperative learning was conducted. She showed that the Two Stay Two Strat (TSTS) learning method and group coaching can increase student learning activity and outcomes. It is in line with Yuliani (2019)what was shown that Student Teams-Achievement Division (STAD) could improve students' learning outcomes from the cognitive domain.

Additionally, Zainal et al. (2024) found that cooperative learning enhances students' learning process and outcomes. In the English classroom, cooperative learning is appropriate to teach English subjects because several studies have shown that cooperative learning has become an effective method that can develop students' motivation, team-building skills, and individual accountability, which allows each group member to participate in discussions. Meanwhile, a study Sofyan et al. (2024) revealed that teachers face difficulties implementing the five principles of cooperative learning. A study by Karmina et al. (2021) added that most teachers lack understanding of cooperative learning, it is only group work, but it has five principles to be included. In addition, if a teacher did not have sufficient experience or knowledge, applying active learning may be challenging and lead to unexpected results (Hartikainen et al., 2019).

As the previous studies stated, implementing cooperative learning has not yet referred to the five principles of cooperative learning. In addition, previous studies noted the most difficulty in implementing its principle in English Foreign language classes abroad. Thus, studies on the Indonesian context that focused on those five principles are still underway. Meanwhile, learning English as a foreign language is often a challenge for students who didn't come from a native-speaking country. In the Indonesian context, English has begun to be understood for academic purposes in elementary school and is not used in daily language. Therefore, create a learning process that supports students to widen their creative thinking, which can help them unlock their potential. Desmet and Sternberg (2024) The foundation for unlocking students' potential is formed by establishing a creativity-friendly classroom culture. Besides that, the current Emancipated Curriculum promotes the development of soft skills rather than academic skills. Based on the Ministry of Education and Culture Regulation Number 12 of 2024, English is a compulsory subject taught starting from grade 3 of elementary school, and it becomes an advanced elective subject in grade XI of senior high school. It means that studies about motivation in students who take the advanced elective subject of English are still unknown, and this study saw the need to examine cooperative learning strategies on students' motivation, focusing on students who take English as an advanced elective subject.

METHODS

This study used a qualitative case study as the design of the research because this study aims to investigate how cooperative learning strategies affect students' motivation to learn English. It meets the qualitative research criteria that capture an in-depth understanding of the phenomenon of cooperative learning on students' motivation based on five principles and the challenges faced by the teacher during the implementation of cooperative learning. Then, this study was conducted in SMA Negeri 1 Gemolong. This school is selected because it has implemented the Emancipated Curriculum, and some teachers have used various learning strategies, one of which is cooperative learning. The participants of this study were 30 students from the eleventh grade and one English teacher. Out of 30 students, four from each class were chosen as representatives to be interviewed. To cover up the identity of the participants, this study used pseudonyms for 4 participants: Gama, Revan, Putri, and Adhira. Meanwhile, the participant from the teacher, namely Bapak Bagus. This study chose one English teacher, Bapak Bagus, because he has researched cooperative learning at a senior high school.

This study used three instruments to help collect and analyse the data, including observation guidelines, questionnaires, interview questions, and analysis of instructional documents. The instrument of observation guidelines contained questions that focused on the five principles of cooperative learning to obtain data on whether the implementation of cooperative learning has been based on these five principles or not, through observation of classrooms. Moreover, the observation guidelines were adapted from the previous research by Johnson and Johnson (2019) theory relating to the five principles of cooperative

learning. Then, the questionnaire was helped by Google Forms in compiling the data. This study used Google Forms because it provides features such as types in designing surveys, questions, and results sections, as well as editing that can facilitate students in practice by using their phones. In addition, the interview was conducted with the teacher and students in two meetings. The first interview aims to obtain information on challenges faced during implementation. Then, the second was an interview, asking students about their perception of cooperative learning related to their motivation to learn English.

In the process of collecting the data, the first step was conducting a classroom observation. Before doing the observation, this study created guidelines containing five principles of cooperative learning: positive interdependence, individual accountability, promotive interaction, interpersonal skills, and group processing. A classroom observation was conducted through conducted document analysis of instructional documents such as lesson plans to gain the data about the activity in the lesson plan of the English teacher and then analyzed the procedure of the lesson plan based on the five principles of cooperative learning, whether the five principles integrate in learning activities or not. Lastly, the data was collected about how cooperative learning can elevate students' motivation from interviews and questionnaires. There are eight questions related to their perspective after the treatment of cooperative learning. To gain deeper insight, this study also made a students' questionnaire comprising 12 questions relating to students' motivation.

FINDINGS

The Absence of the Group Processing Principle in Cooperative Learning Activities

According to Johnson and Johnson (2019), the five principles of cooperative learning, they must be included in the learning process to get the best out of cooperative learning. Therefore, this chapter was divided into five sub-chapters: positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal skill, and group processing. This study observed the classroom and analysed documents to see whether implementing cooperative learning in the Emancipated Curriculum classroom applied the five principles. During observation, it was found that one of the five principles was not implemented in the activity. The explanation, evidence from the interview, observation results, and document analysis regarding implementing the cooperative learning approach will be described below one by one.

Positive Interdependence

Positive Interdependence can occur when students link with each other, and the teacher assigns them to different member roles so that each student understands the importance of each member's contribution. According to observation, it was found that each student in the five out of five groups participated in a group to do a task. Based on observation in the classroom, every group member was responsible for doing a task by sharing their ideas. In addition, the model applied by the English teacher, the talking stick, encouraged each member to talk and contribute their ideas to construct a text to become a descriptive text. So, each member is assigned to be actively involved. Besides that, the lesson plan made by the teacher contains an activity that requires students to be active by dividing them into groups. Everyone in the group needs to share their ideas by making one sentence; then it becomes a paragraph of descriptive text. Thus, positive interaction among each member already happens in the lesson plan activity.

Individual Accountability

Individual accountability means that everyone within the group should be accountable. In this aspect, each student must be responsible for doing a group task, as they need to coordinate with each other to develop the task assigned by the teacher. According to observation, it was found that each member of five out of five groups contributed to completing group tasks. Since the teacher applied the talking stick model in the learning process, they took turns to share ideas for developing descriptive text. Therefore, each student can speak up and share their ideas. The statement made by Bapak Bagus in the interview reinforced that even if students work in a group, they should work as best as they can because while working together, they are assessed individually by Bapak Bagus. The advantage of this strategy made by Bapak Bagus is to encourage students to speak and communicate with their pals, so they are always active in learning.

Face-to-Face Promotive Interaction

Face-to-face promotive interaction means that each member assists each other, respecting different opinions, and working together by discussing and providing information. This study found that five groups employed this aspect during the observation. During the process of constructing text, all member of the group conveys their ideas. Then, after all the ideas were collected, the construction became a complete descriptive text. Based on observation, students can establish their interaction and communication within the group by making seating arrangements. The seating arrangement is crucial in group work; it facilitates each group member to share their ideas. Meanwhile, Bapak Bagus also stated that he organized the group by combining males and females to establish interaction between students. In addition, based on an analysis of instructional documents, lesson plans by English teachers, this study found that the principle of face-to-

face promotive interaction was already integrated into learning activities. In the learning activity, the teacher stated that students are asked to make a group to construct a descriptive text using the talking stick model.

Interpersonal Skills

Interpersonal skills are each member's communication or social skills important to achieving group goals. Communication is one of the essential things to ameliorate while conducting cooperative learning. Therefore, the skill of communication is to be possessed by each group member; hence, the collaboration process will run smoothly. By having communication skills, one can manage one's attitude towards another member and try to be responsible and respectful of the differences. According to the observation result, this study discovered that most of the group members in five out of five groups have good communication while constructing a task. Based on the results of observation and interviews with students, this study found that some students had different opinions while composing the text. However, one member became the mediator; he tried to harmonize the ideas of his two friends to have a common understanding and thought, so there was no conflict of dissent.

Group Processing

Group processing can occur when groups reflect on how well they are working together and make necessary improvements to some aspects. In the observation process, this study did not find that teacher assigned their students to assess their friends; they only provided a formative assessment to evaluate certain aspects of the descriptive text. It indicates that the group did not determine how well they ran while constructing a text. In addition, teachers only provide a formative assessment that includes aspects of grammar. Instead, make a group assessment among another group; teachers tend to evaluate each student individually. In addition, the lesson plan also shows that teachers only give a reflection, summarize what was learned, and ask representatives of each group to give their impressions. Teachers only provide feedback and reflection about what was learned today. The teacher does not ask the students to assess between groups. The table of lesson plans indicated that the teacher only gave feedback, summarized, and reflected on what was learned that day. The closing activity did not contain a group assessment; it was only a formative assessment used by the teacher. So, it can be inferred that group processing is neither in the observation classroom nor the lesson plan.

Student's Lack of Vocabulary and Grammar Mastery

Based on the findings, the teacher mentioned that a lack of capabilities in vocabulary and grammar is the main challenge while conducting cooperative learning. The teacher stated that vocabulary and grammar are the most essential criteria for executing the group learning model. Mastery of vocabulary will facilitate discussions among students. When there are students who have weaknesses in vocabulary mastery, it may hinder the process of implementing group learning. Moreover, when investigated this study through interviewed with Mr Bagus and observation classroom this study saw that he used the talking stick technique which require each student to play an active role by delivering one sentence of description in which those sentences from each member will made into a complete description text with the help of sticks to ensure that every each member of the group participates in creating the description text. Thus, students' capabilities to master vocabulary are needed to conduct cooperative learning well.

This study collected data about their perception of how cooperative learning elevates their motivation by using interviews and students' questionnaires. The students were asked to answer several questions regarding their perception after experiencing cooperative learning. Most of them stated that cooperative learning helps increase their participation during the learning process. To simplify the result, it is divided into four categories relating to students' perspectives after they experience cooperative learning, elevating the motivation to learn English. They were students' participation, understanding of the material, self-confidence, and motivation.

Students' Enhanced Participation

According to the interview, Gama explained that cooperative learning makes him more active during the learning process. In addition, in line with another participant, Adhira mentioned that cooperative learning provides the opportunity to discuss and interact with friends. Revan pointed out that he got the chance to deliver his ideas, which escalated his participation in speaking. The results of the students' questionnaire also mentioned that most students agree that cooperative learning drives them to participate in the classroom.

Opportunity to Learn to Respect Opinions

The use of cooperative learning is to help students learn how to work in a group by considering the different opinions of each group member. It is a possible problem that occurs during the learning process due to the other thoughts of each person, who are required to work cooperatively to complete the assigned task by the

teacher. Therefore, students should learn to appreciate different ideas and manage the attitude that everyone has an equal opportunity to express opinions. The same opinion explained by Putri stated that the cooperative learning model is a group learning where there must be differences in ideas or opinions. Therefore, she can learn to accept the different views of their friends. In addition, based on the students' questionnaire results, most students also agree that using the cooperative learning model enables them to learn to respect different opinions.

Enhanced Understanding of the Learning Materials

While conducting classroom observations, this study saw teachers using the talking stick model to carry out learning. This model gives the impression of fun learning because students can listen to the music and rotate the sticks. So that it will provide convenience for students to learn because the atmosphere of learning is fun, as Gama mentioned in the interview, they can learn with their friends through the Talking Stick model used by the teacher. In line with Gama, the same perception was in the students' questionnaire. The result is that most students agree that cooperative learning helps them understand the material the teacher gives.

Increase Self-Confidence

According to the interview with some students, cooperative learning helps them increase their confidence as they can collaborate and discuss. As Adhira mentioned, she is an introverted person. The teacher utilizes cooperative learning as a learning method; she requires students to discuss, interact, and present in front of the class. By doing so, she stated that cooperative learning reduces their anxiety and enhances her confidence. Besides that, another student's response also mentioned that the students' questionnaire showed that most students stated that cooperative learning helped them become more confident in sharing ideas.

Encourage Students' Motivation

According to the interview with some students, cooperative learning makes the learning experience more fun. With a fun learning atmosphere, they will enjoy learning without any pressure. Thus, the motivation to learn English will increase. Based on the students' questionnaires, it was also found that cooperative learning provides comfort to know, feel happy, and enjoy, so the learning experience becomes more interesting.

The result shows that most students strongly agree (24,1%) and agree (44,8%) that cooperative learning makes the learning experience more fun. Although some students chose neutral (20.7%) and disagreed (10,3%), it did not exceed the total number who agreed. In addition, most students strongly agree (24,1%) and agree (44,8%) that they feel more enthusiastic to learn English after experiencing cooperative learning. Even though some students don't agree with the total number (3,4%) and neutral (31%), it was not higher than the total number of students who agreed that cooperative learning makes them feel enjoying and enthusiastic to learn English. According to the students' questionnaire, most students also pointed out that they strongly agree (24,1%) and agree (31%) that they prefer a group learning method, such as cooperative learning, rather than a traditional method. Besides that, most students strongly agreed (37%) and agreed (48,3%) that the talking stick model improves the learning atmosphere to be more fun and engaging. They perceived the benefit of group learning as the learning atmosphere is fun, where they can interact with friends, discuss and exchange opinions, plus the teacher also uses stick media and songs as learning media. Using the talking stick model allows students to play or rotate sticks while learning, making them feel happy and more enthusiastic to learn. It can be concluded that, with the opportunity to discuss and interact with friends and teachers, students agree that cooperative learning helps them improve their motivation to learn English.

DISCUSSION

The Integration of the Five Principles of Cooperative Learning by the English Teacher

Based on the newest curriculum, Emancipated Curriculum, English becomes an advanced elective subject in grade XI of senior high school. Therefore, English should be taught as a communicative language rather than for academic purposes. Teachers should be considered to be conducting a good learning process because it triggers the goal of students' learning competence, especially in the English subject. Since the goal of the Emancipated Curriculum is to provide the freedom to students in learning, active learning is needed to achieve this goal. Cooperative learning is an active learning method that requires students to participate in a class. But, to be cooperative, there were five principles to be included: positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal skill, and group processing. The five principles promote the structures that help students achieve cooperative group work. Thus, each principle should be included in the implementation of cooperative learning.

To find out how the implementation of cooperative learning by English teachers is conducted, this study conducted observations in the classroom, an analysis of instructional documents, lesson plans, and interviews with the teachers. While observing at the school, this study utilized an observation guideline to ensure that the components or principles to be studied were not missed and were constructed based on Johnson and Johnson (2019) theory. According to the observation classroom, this study finds that one of the principles of cooperative learning is missed: group processing. In the observation, this study did not see that the teacher asked students to conduct a group assessment, which is the key to implementing the group processing principle. Besides that, when analyzing instructional documents and lesson plans, teachers only provide a formative assessment that assesses students individually. No group assessment was conducted. It aligns with the study by Liebech-Lien (2020), which explains that group processing was limited. Group processing is often forfeited because of a lack of time and the misguided idea that students should reflect by purely engaging in cooperative learning activities.

Meanwhile, in the interview to obtain teachers' understanding of the five principles of cooperative learning, a less precise understanding is obtained. The teacher explained that collaborative learning is a group work with many models, such as jigsaw, talking stick, etc. This explanation given by the teacher does not include an understanding of the five principles. Karmina et al. (2021) held a similar study that the teacher lacked knowledge about the differences between cooperative learning and the student-centered approach, most of them described that cooperative learning is a student learning model that is demonstrated through learning in groups and presenting to the class. But cooperative learning has five principles that must be fulfilled.

Thus, through observation of the classroom, an analysis of the instructional document, and an interview, it can be concluded that the teacher has a limited understanding of the five principles of cooperative learning, even though he is a teacher who has researched cooperative learning several times. Moreover, it can impact the implementation of cooperative learning that is not integrated well, since not all five principles are included.

Challenges Faced by the Teacher During Implementation of Cooperative Learning

In implementing cooperative learning, teachers face challenges after using it as their method. The teacher explained that some students still lack mastery of vocabulary and grammar. This study interviewed the teacher after giving the lesson to the students, and he said that vocabulary mastery and grammar are needed when the students learn descriptive text material. To describe a person, thing, or place, students must master vocabulary and grammar well. Furthermore, teachers use the talking stick model to have students work together to construct a descriptive text. Thus, mastering vocabulary is essential for students to communicate with their friends. This study agrees with these findings since they rarely use English in daily life, so mastering vocabulary and grammar is low, and this study has the same opinion, Delavari (2024) adding that the English subject is only studied in school without knowing the benefits of English in the future. Hence, most students are too lazy to learn English more deeply, so they don't have the ability to speak English fluently because they don't know the real purpose of learning.

Students' Perspectives on The Implementation of Cooperative Learning for Elevating Their Motivation

EF English Proficiency Index (EF EPI) 2023 data showed that Indonesians' English language skills are still low, ranking 79 out of 113 countries. The government has implemented a curriculum that provides English lessons since grade 3 of elementary school, and makes it an elective subject at the secondary school level and above. It proves that the government has noticed and realized the importance of English in today's globalized world. Therefore, there is a gap in the learning process if the English language proficiency level in Indonesia is still low. In responding to this gap, this study examines the strategies used by teachers. There are many strategies teachers use, such as cooperative learning, because it has been proven by many researchers to be a student-centered learning model that positively impacts students' learning outcomes. Thus, this study researched cooperative learning in a class where most students chose English as an advanced elective subject.

According to the findings above, this study finds five categories from students' perspectives regarding the implementation of learning by utilizing the cooperative learning model through interviews and students' questionnaires. First, most students agree that cooperative learning enhances their participation. Cooperative learning provides opportunities for students to engage in discussion with the group. In addition, most participants feel that during the process of learning by using the Talking Stick model, one of the kinds of cooperative learning models, they feel more active in taking turns speaking. Since the teacher plays the song, the stick continues to be rotated from one person to the next. Then, when the music stops, the person who gets the stick is required to speak and convey their ideas in the form of one sentence that describes a person. Thus, most students are required to be active, and their participation is

increased. This research agrees with most students ' findings, as cooperative learning motivates students to participate in group work. Furthermore, these findings align with the previous study. Liu et al. (2024) explain that cooperative learning becomes a "powerful tool" for English teachers because it provides a communicative atmosphere in a classroom and reduces foreign language learner anxiety.

Second, using cooperative learning provides the opportunity to learn to respect different opinions. The findings showed that most students feel more likely to think critically while learning in a group and making them respect different ideas. The same understanding Wang et al. (2023) revealed that cooperative learning aligns with constructivism theory, which emphasizes social interaction to improve academic motivation, academic hardiness, and self-efficacy of foreign language learners. By providing students with opportunities to be active in a class, it can emphasize building social skills, critical thinking skills, and respect for different opinions.

Third, most students also pointed out that cooperative learning helps them understand the material. Since a learning atmosphere is fun, they enjoy the learning process and can work with their friends to complete the task. By allowing students to be active, discuss, and present the task, it helps them to understand the material. It is following the opinion from Havhannsyan, E, 2023, cited in Adidul, (2024) that by letting students practice technical skills, they are allowed to get the hands-on experience and confidence to understand the subject.

Then, the fourth one, most students explain that cooperative learning increases self-confidence. Most students stressed that they can speak without being afraid because they work with their peers, thus it can help reduce their anxiety. This study also agrees with this statement because English is rarely used in daily language; thus, most students feel afraid to speak English. Thus, cooperative learning is the right choice because it can help reduce students' anxiety. Following these findings, Al-Malki et al.'s (2022) there is a similar understanding that cooperative learning enhances EFL learners' social skills, maximizes inter-group relations, mastery of the course content, and academic achievement. Besides that, another study Junaedi (2020) also stated that implementing talking chips, one of the cooperative learning models, could improve the students' speaking skills in delivering speeches. The alignment of the findings and the previous studies proves that cooperative learning can help students to improve their confidence in speaking English.

Lastly, applying cooperative learning benefits the students in elevating their motivation. According to the interview, most of the students said that cooperative learning makes their learning experience fun. By working in a group through the application of the talking stick model used by the teacher, they feel more enjoyment during learning because they feel that learning is like playing. Teachers use the talking stick model to engage students' interest in learning, and the findings from interviews and students' questionnaires prove this. These findings align with applying the talking chips strategy in the learning-teaching process, which gives students more opportunities to be actively involved and work cooperatively in learning activities. This technique also motivates students to speak or express their ideas. It is the same with Arianto and Yasin (2023) the opinion that cooperative learning creates a positive learning environment that can boost students' active engagement in the learning process and significantly influence students' learning motivation. Therefore, by the findings above and their relation to the previous studies, it can be concluded that cooperative learning elevates the motivation of students who take English as an elective subject at the senior high school level.

CONCLUSION
According to the findings, cooperative learning strategies have been successfully conducted in an Emancipated Curriculum classroom. However, to be cooperative, cooperative learning has five principles to be achieved, namely positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal skill, and group processing. One principle from the research findings is missing: group processing. Group processing can be achieved by asking students to assess each other so that each group can realize how well they worked together and know what part they need to improve. On the other hand, English teacher has a lack of understanding about the five principles of cooperative learning, thus they only provide a formative assessment to assess their students. Therefore, there is no group assessment at the end of the cooperative learning activity, and it can be concluded that the five principles of cooperative learning were not achieved.

Apart from the five principles of cooperative learning, English teachers also mentioned that students' lack of vocabulary and grammar mastery is the main challenge throughout cooperative learning strategies. Students lacking vocabulary and grammar mastery may hinder their ability to discuss and work together through cooperative learning strategies.

Cooperative learning strategies have successfully improved students' motivation to learn English. The study was conducted in a class where most students chose English as an advanced elective subject.

Most students agree that they feel more enthusiastic when implementing cooperative learning strategies. Five categories were obtained based on the findings. The first category is that most students agree that cooperative learning enhances participation. Second, the use of cooperative learning provides the opportunity to learn to respect different opinions. Third, most students pointed out that cooperative learning helps them understand the material. Fourth, most students explain that cooperative learning increases self-confidence. The last category is that the application of cooperative learning benefits the students in elevating students' motivation. Future researchers are expected to conduct research with many participants to obtain more knowledge about implementing cooperative learning strategies, focusing on the five principles of cooperative learning. In addition, this study was conducted in two meetings using one cooperative learning technique, namely Talking Stick, so future researchers are expected to explore more types of cooperative learning techniques in a more extended period.

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