



EFFECT OF COOPERATIVE ON WRITING LESSON PLAN

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Research to determine the effects of cooperative teaching that affect students, teachers write lesson plans. Aims to 1) prove that this form of learning in a class by cooperative learning affects writing lesson plans. 2) Satisfaction and opinions of students on cooperative learning. The populations of this research are Early Childhood Education students in Year 3 of 47 people. The instrument consists of cooperative Learning Plan, Writing Assessment Learning Plan, and Questionnaires to measure customer satisfaction and feedback on student learning cooperative. The statistics used for data analysis, the average and percentage.

The results showed that students who have been Cooperative Learning have the ability to write lesson plans based on topics in every subject are moderate to good and most were satisfied with the learning style of cooperative learning, because most learning styles can make them had a chance to comment. And show their abilities and has been recognized by a group of friends. Unity among make a contribution to the quality and goals.

Keywords: Cooperative, Lesson plan.

Problem and Back ground

Learning management planning is an important duty of teachers; it is to make teachers know in advance what to teach, what objectives to meet, how to teach, what material to use and how to evaluate the lessons. Planning is to be prepared before a lesson. The right learning management planning helps teachers to have self-confidence in teaching. Each student possesses different kinds of knowledge, abilities, interests and ideas; so if everyone cooperates in creating a lesson plan, the lesson plan would be complete, interesting and ready to be used efficiently.

According to the above reasons, the researcher would like to improve classroom learning for students by doing the research regarding cooperative learning which influences to students' lesson plan writing for the benefits of students and teachers.

Population

47 of 3rd year early childhood education students who registered for the academic experience and development in early childhood subject.

Content

The cooperative learning teaching model has been developed according to the Johnson & Johnson cooperative learning model (1974:213-240) which indicated that students should be more cooperative in

learning than competing because competition creates a lose-win situation. It is different from a cooperative learning situation which creates a win-win situation that supports both mental and cognitive ability. Cooperative learning contains the following 5 elements:

1. Positive interdependence: everybody is equally important and relies on each other to be successful.
2. Face to face interaction: to exchange an opinion, information and knowledge.
3. Social skills: especially cooperative working skills.
4. Group processing: to use in work analyzing.
5. There must be individual accountability and a group outcome which can be evaluated. If students have an opportunity to experience cooperative learning, besides helping students learn thoroughly the content, it will help students to develop more socially and emotionally, moreover, there is a chance to practice one development procedure in different skills which is necessary in live.

Tissana Khammanee (2004:90) said that cooperative learning is the instructional use in small groups of 3 to 6 students who have different abilities and are helping each other in leaning to achieve the goal of the group. In the general learning teaching model, we do not really pay attention to the relationship and interaction among students. We mainly focus on interaction between teachers and students or students and content. The relationship among students is often neglected, even though the research reports have obviously shown that the students' feeling regarding themselves, school, teachers and classmates affect their learning ability. The cooperative learning model is very popular, due to the results of various research reports which have found that the cooperative learning model supports students in many ways as follows:

1. Greater efforts to achieve their goal
The cooperative learning model helps students to make greater efforts to achieve the goal which makes the learning outcome better, and makes them work harder for their portfolio, long-term retention, inner motivation and achievement motivation, spending time efficiently, reasonable and possess a better critical thinking skill.
2. A greater positive relationship among students
The cooperative learning model helps students to be more open-minded, pay more attention to others; appreciate the difference and variety present, building bonds among each other and creating group relations.
3. Greater psychological health.
The cooperating learning mode l helps students to have greater psychological health by helping them feel good about themselves and have a greater self-confidence, moreover, it helps to develop social skills and abilities to cope with stress and changes.
4. Research methodology
The cooperative learning method and students' lesson plan creating is an experimental research containing procedures as follows

Trial Period of the Research

The researcher has conducted the research throughout the first semester.

Variables Researched

Independent Variables such as cooperative learning.

Dependent Variable such as students' satisfaction and opinions regarding cooperative learning forms.

Tools of the Research

1. 6 cooperating learning plans for teaching students have been verified for accuracy by 3 experts and undergone a trial use with a non-sample group of students to see if they are suitable and clear before using.
2. Cooperative learning evaluation forms which students write after the cooperative learning lessons. The evaluation forms mentioned have been verified for accuracy by 3 experts to see if they are suitable and clear before using them.
3. A questionnaire to evaluate students' satisfaction to the cooperative learning activity method. The questionnaire has been verified for content accuracy by 3 experts to see if it is suitable and clear before being used.

This research is an experimental research in which the data steps collecting is as follows:

1. The verified plans were brought to use with 47 of 3rd year educational students who registered for the subject: academic experience and development in early childhood
2. Students' plan created by the students were brought to validate by experts from the early childhood education faculty
3. Students used the plans to experiment with kindergarten children
4. The students used their students' satisfaction questionnaire with the sample group students
5. Data collected was analysed using percentage statistic, average and standard deviation
6. Conclusion, discussion and report writing for publication.

Data Analysis

After collecting the data from the evaluation of writing lesson plans and the questionnaires completely, the researcher analysed and concluded the results by using the percentage and average statistical tools.

The Results

The research report has shown that cooperative learning method affect students regarding lesson plan creating well and gives students satisfaction which makes them feel that to cooperate in learning gives them an opportunity to show the idea and self-abilities and be accepted by friends, the group, creating harmony to the group which results in the quality of work that will be produced and achieve the goal as the researcher has set the hypothesis accordingly.

Discussion

Students who have had the opportunity of using the cooperating learning method are able to create the lesson plan according to various topics at the medium to the highest level and satisfy lessons with the highest level of this cooperating learning because this learning type gives them a chance to give their ideas and their abilities. Besides that they are accepted by their group of friends which makes the group a harmonious unit in order to create quality work and achieve their goals, according to the cooperating learning method by Johnson & Johnson, (1974:213-240). This pointed out that student should cooperate in learning among friends more than competing in leaning to avoid the lose-win situation but create a win-win situation instead which is better for both the psyche and cognition. The concept of cooperative learning method contains 5 steps 1. Positive interdependence: everybody is equally important and relies on each other to be successful together. 2. To be able to learn well: students should have face to face interaction to exchange ideas, information and knowledge 3. Cooperative learning needs social skills: especially cooperative working skills 4. Cooperative learning should have a group work discussion

process and 5. There must be individual accountability and group an outcome which can be evaluated, moreover, Tissana Khammanee (2004:90) said that cooperative learning is the instructional use in small groups of 3 to 6 students who have different abilities and are helping each other in leaning to achieve the goal of the groups. Similarly, Aporn Jaithiang (2007:121) has said that the cooperative learning method is an educational approach in which students have different abilities like co-working in groups with attention and full intention to their roles, which leads to success of the group's work and achievement of their goal.

According to the research report by Saowanee Uttarawichian (2007:Abstract) who studied the cooperation learning activities development, on the subject of trigonometric ratios, mathematics education learning area of 4th year high school students is $E1/E2 = 80.10/83.79$, effectiveness index = 0.6081.

This test after learning is higher than before learning; highly significant statistically at 0.5 and the research reported by Wongpakorn Patcharatammachote (2008:Abstract) who studied the results of the jigsaw cooperative learning method by using blocks. The study is to see the effect in the subject French, and to compare the behaviour of 5th year high school students. The cooperative learning sample group is 40 students of the 5th year high school from Nonsiwittaya School, divided into 20 students in each group. The trial cooperative learning group learns though the cooperative learning method by using blocks and the control group learns though the cooperative learning method without blocks.

Research tools contain Jigsaw cooperative teaching-learning web, French subject achievement tests, and behaviour in cooperative learning evaluation forms. Statistics used to analyse data are average, standard deviation and t-test. The research has shown that:

1. Learning through Jigsaw cooperative learning with different tools give different results of learning highly significant statistically 0.05
2. Learning through Jigsaw cooperative learning with different tools give different behaviour highly significant statistically 0.05

The research report has shown that cooperative learning method affect students regarding lesson plan creating well and gives students satisfaction which makes them feel that to cooperate in learning gives them an opportunity to show the idea and self-abilities and be accepted by friends, the group, creating harmony to the group which results in the quality of work that will be produced and achieve the goal as the researcher has set the hypothesis accordingly.

Suggestions

From the cooperative learning research and students' lesson plan creating the researcher would like to make suggestions as follows:

1. Teachers may adapt this cooperative learning method with other variables like learning achievement or social behavior.
2. The cooperative learning method can be used with various populations like school students, university students or others.

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