

Cooperative Language Learning Method In Teaching Vocabulary And Word Expression To Junior High School Students

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Abstract: This study examines the implementation of Cooperative Language Learning (CLL) in teaching vocabulary and word expressions to junior high school students at SMP Buddhi Tangerang. The need for fundamental English learning, particularly in vocabulary mastery, was identified during classroom observations, where many students demonstrated limited ability to understand and use basic English expressions. The teaching process involved introducing familiar expressions and assessing students' vocabulary through interactive activities such as games and song analysis. The CLL method was implemented collaboratively, emphasizing group discussions, peer interaction, and shared responsibility to enhance learning effectiveness and student engagement. This approach also encouraged students to actively participate and express their ideas in a supportive learning environment. The findings reveal a significant improvement in students' performance, as indicated by higher scores in the final assessment compared to the initial assessment, based on predetermined evaluation criteria. In addition, students demonstrated increased confidence and participation during classroom activities. Therefore, the implementation of CLL is considered effective in improving vocabulary mastery and word expression among junior high school students.

Keywords: Vocabulary, Word Expression, Cooperative Language Learning

INTRODUCTION

Based on the Decree of the Head of the Curriculum and Educational Assessment Standards Agency (CSEASA) No. 8 of 2026, learning English involves improving proficiency in 6 language skills: listening, speaking, reading, viewing, writing, and presenting, while integrating them in a variety of contexts. The minimum standards for these 6 skills are based on the Common European Framework of Reference for Languages: Learning, Teaching, Assessment (CEFR), which corresponds to level B1. Level B1 (CEFR) measures students' ability to: 1) maintain clear articulation while interacting in various contexts to convey what is desired; 2) convey main ideas comprehensively; and 3) maintain communication despite occasional gaps. Primary and middle education aim to provide students with English communication skills as a necessary life skill.

According to the Vision and Mission of the Ministry of Education and Culture as outlined in Minister of Education and Culture Regulation Number 22 of 2020 regarding the Strategic Plan of the Ministry of Education and Culture for the year 2020–2024: The "Profil Pelajar Pancasila" represents Indonesian students as lifelong learners with global competence, behaving according to the values of Pancasila. It encompasses 6 main characteristics: faith and piety toward the Almighty God, noble character, appreciation of global diversity, cooperation, independence, critical thinking, and creativity.

Aligned with the "Profil Pelajar Pancasila," an English learning method emphasizing student engagement is Cooperative Language Learning (CLL). In CLL, students work together to construct knowledge and share insights within groups, fostering a collaborative atmosphere for learning success (Nguyen et al., 2021). However, it is important to note that individual responsibility remains essential for effective English learning, as highlighted by Bakara J. (2026).

A strong command of vocabulary holds significant importance in English learning. A rich vocabulary facilitates students in mastering the 4 essential language skills: reading, speaking, writing, and listening. Without an extensive vocabulary, studying becomes challenging, hindering the ease of learning. Moreover, a limited vocabulary makes constructing sentences for effective communication and expressing emotions nearly impossible (Kriong, R. S., Duyo, Rita R., Nurhidayah, N., 2023).

Words are powerful tools that can help learners accomplish their tasks. The famous imperialist poet, Rudyard Kipling, once said that words are the most powerful drug used by mankind. It is important to have a rich vocabulary to communicate effectively in English. Therefore, the study of vocabulary is crucial when learning a new language, especially English as a second or foreign language. Without a strong vocabulary, it is not possible to communicate meaningfully in a second or foreign language (Babajanova, 2026).

The findings, derived from observations at SMP Buddhi Tangerang, revealed that numerous students lacked fundamental English vocabulary, a skill expected to be acquired during their elementary school years. This deficiency can be attributed to the absence of English language lessons in the current curriculum for Indonesian elementary schools. Furthermore, the impact of the COVID-19 pandemic from 2020 to mid-2026 contributed to a decline in learning motivation, with a shift toward more home-based activities.

Here, the writer endeavors to implement the Cooperative Language Learning (CLL) method for English learning, delving into the comprehension and expression of words to solve the problem above. According to the outlined details, the writer expresses an interest in researching "Cooperative Language Learning (CLL) in Teaching Vocabulary and Word Expression." The function of this thesis is to offer CLL methods for learning English, specifically in acquiring vocabulary and expressing words, to make the process of learning English less monotonous. Here are the details:

For teachers, by implementing the Cooperative Language Learning (CLL) method, students can engage in innovative learning and avoid monotony. For writers, this research will aid the writer in expanding their insights about how CLL is implemented in teaching vocabulary and word expression, and also generate new ideas. For students, this research aims to increase students' passion for learning English, enhance their social interaction through the Cooperative Language Learning (CLL) method, and promote an enjoyable learning experience.

This research uses descriptive qualitative methods that seek to understand the meaning of individual or group behaviors and characteristics (Setiawan, 2018). As discussed by Setiawan (2018), qualitative methods are important in addressing social and humanitarian issues. The main function of qualitative methods is to investigate, understand, and interpret the experiences and themes within the analyzed context with the aim of achieving a comprehensive and central understanding.

The research was conducted at SMP Buddhi Tangerang in Karawaci, Banten. As part of the research, the students were given English material from the beginning of the semester until mid-semester using the Cooperative Language Learning (CLL) method. This research

employs a descriptive quantitative method with 3 phases of data processing: Initial assessment gauges students' abilities before applying the CLL method. Terminal assessment occurs after the implementation of the CLL method. Progress analysis involves comparing the initial assessment and terminal assessment outcomes, aligning with implementation goals, evaluating the merits and drawbacks of the CLL method, and addressing challenges encountered during the teaching and learning process using CLL.

THEORETICAL FRAMEWORK

In this section, the writer introduces the theory of the Cooperative Language Learning (CLL) method for instructing vocabulary and word expression. The exploration of this method includes an examination of teaching in general and CLL specifically, including its advantages and disadvantages. The teaching subject is divided into two parts: vocabulary and word expression.

Understanding of Teaching

To begin with, this thesis discusses one of the learning (teaching) methods developed based on the writer's originality and uniqueness. In this section, several references related to teaching are presented.

According to Waritsman (2020), teaching is defined as an effort to establish favourable conditions for the learning process. While learning is considered the domain of students, teaching is characterised as an activity undertaken by educators. Various definitions provide a more stratified understanding of teaching. Furthermore, Waritsman (2020) asserts that teaching involves transmitting knowledge to students, where learning objectives are framed as the acquisition or mastery of knowledge. However, this perspective may lead to student passivity, as learners primarily receive information from the teacher. This model is therefore classified as teacher-centred, emphasising the dominant role of the teacher in the teaching-learning process.

Rahmanita and Mukminatien (2019) further explain that teaching is the process of imparting knowledge with the expectation that understanding will develop. This process not only equips students with knowledge but also fosters appreciation and mastery of cultural heritage, enabling learners to contribute creatively based on their intellectual capacity. According to Sanjani (2020), the presence of a teacher is essential in the learning process, highlighting the difficulty of implementing education without an instructive figure. The teacher plays a central role in achieving educational goals by actively engaging students in learning activities. Zaenudin (2026) emphasises that the effectiveness of teaching methods determines the achievement of planned outcomes. Teachers are therefore required to select appropriate methods that facilitate students' understanding, recognising that student engagement significantly influences the effectiveness of teaching and learning.

Based on these perspectives, the researcher concludes that teaching is a reciprocal learning process involving interaction between educators and learners. Teaching utilises various methods and strategies that can be adapted to enhance effectiveness. In this study, the Cooperative Language Learning (CLL) method is employed due to its effectiveness in the teaching process.

Understanding of Cooperative Language Learning (CLL)

Following the discussion of teaching, this section introduces Cooperative Language Learning (CLL), which is the primary learning method applied in this study. Similar to the previous section, relevant references are presented, followed by the researcher's perspective.

Ivone et al. (2020) state that language learners can engage in discussions with peers after completing individual or group tasks. This dialogic approach enables learners to enhance their understanding through interaction. Yusuf et al. (2019) emphasise that cooperative group work is not merely assigning students to groups, but rather a dynamic learning strategy that is often underutilised. Cooperative learning differs from collaborative learning in that teachers act as facilitators or coaches, providing feedback and evaluating group progress (Loh & Ang, 2020).

English teaching methods can be adapted to emphasise student-centred learning. Cooperative learning encourages students to collaborate for mutual learning success, construct knowledge, and share ideas within groups, thereby increasing engagement (Nguyen et al., 2021). However, individual responsibility remains essential for effective learning (Bakara, 2026).

These principles foster a cooperative learning environment where students work towards shared goals. Effective communication, accountability, and metacognitive reflection are key elements that support collaboration. Leadership within the group also plays a significant role in motivating members and achieving objectives.

Based on these explanations, the researcher adopts Cooperative Language Learning as a method of teaching English through group-based tasks with shared goals, monitored by the teacher as a facilitator. This approach accommodates both introverted and extroverted learners, encouraging collaboration, shared responsibility, and active participation.

Understanding of Vocabulary and Word Expression

This section is derived from the two main objectives of incorporating the Cooperative Language Learning (CLL) method in this thesis, which examines different perspectives on the definitions of vocabulary and word expression. **vocabulary is the first and foremost thing that a learner needs to know if he wants to use the target language he is learning. Increasing students' vocabulary will bring many benefits to their language development (Anggraini, 2021).**

Teaching vocabulary is a complex and engaging process. In language acquisition, vocabulary knowledge is generally divided into three levels: unfamiliar, recognised, and confirmed. Various strategies can be applied to improve students' vocabulary mastery, such as keyword pictorials, contextual guessing, semantic mapping, after-reading card games, and interactive word walls (Ratminingsih, 2017, p. 182).

Vocabulary refers to all meaningful and contextually relevant words in the English language, making it an essential component of language learning. Mastery of vocabulary is crucial, as listening skills alone are not sufficient. Without adequate vocabulary, students will face difficulties in learning, constructing sentences, and expressing ideas effectively (NS., Janti, 2023).

A student's vocabulary consists of words they are familiar with and use in communication. These words may come from dictionaries or other references and include both single words and multi-word expressions with specific meanings. Therefore, mastering vocabulary is fundamental to achieving proficiency in a foreign language (Tyastika, 2026).

According to Thornbury (2002:22), as cited in Matondang (2018), vocabulary in English teaching can be classified into two types: productive (active) vocabulary and receptive (passive) vocabulary. Productive vocabulary refers to the ability of students to

use words appropriately in speaking and writing, which requires correct pronunciation, understanding, and grammatical accuracy.

Vocabulary is also categorised into several word classes. Thornbury (2002), as cited in Syakir (2020), identifies categories such as nouns, verbs, adverbs, adjectives, pronouns, prepositions, conjunctions, and determiners. These classes are further divided into two main groups: form words and function words. Form words, also known as lexical words, include nouns, verbs, adjectives, and adverbs, which form the core elements of sentences. Meanwhile, function words, or structure words, support sentence construction and include auxiliaries, prepositions, pronouns, determiners, conjunctions, and interjections.

Form words consist of several categories. Nouns refer to people, places, objects, or ideas, and can be either tangible or intangible. Tangible nouns relate to physical objects that can be perceived through the senses, whereas intangible nouns represent abstract concepts such as justice or happiness. Proper nouns identify specific entities and usually begin with capital letters, while common nouns are more general.

Verbs describe actions and are essential for forming complete sentences. They can be modified into different tenses—past, present, and future—to indicate the time of an action. Additionally, verbs can combine with auxiliary verbs to form more complex tenses, such as the present perfect or past continuous.

Adjectives provide additional information about nouns, such as colour, size, or characteristics. Meanwhile, adverbs modify verbs, adjectives, or other adverbs, giving more detail about how, when, where, or why an action occurs. Many adverbs commonly end with the suffix “-ly.”

Function words also play an important role in sentence structure. Auxiliaries, or helping verbs, assist the main verb in forming complex tenses. Some verbs, such as “have,” “be,” and “do,” can function both as main verbs and auxiliary verbs.

Prepositions indicate relationships between words, typically describing spatial or temporal connections. Pronouns replace nouns to avoid repetition and make communication more efficient. Determiners clarify nouns by indicating quantity, possession, or specificity. Conjunctions connect words, phrases, or clauses, while interjections express sudden emotions and are commonly used in informal communication.

Furthermore, passive vocabulary, also known as receptive vocabulary, refers to words that learners understand when reading or listening but find difficult to use actively in speaking or writing (Yulizar, 2020). Students with strong receptive vocabulary can recognise and comprehend words encountered in texts or audio materials.

Research by Güngör (2020) indicates that both receptive and expressive vocabulary tests can be used to guide vocabulary instruction. Students who learn vocabulary through repetitive and decontextualised methods may perform well in receptive tasks but often struggle with expressive use. In contrast, learners exposed to interactive and communicative approaches—such as songs, storytelling, games, and role-play—tend to perform better in both receptive and expressive vocabulary assessments.

Based on the discussion above, the writer concludes that vocabulary consists of active and passive types, each with its own classification and function in communication. The implementation of the CLL method in this study focuses on enhancing vocabulary mastery and word expression, particularly in relation to receptive vocabulary and its application in communication.

RESEARCH METHOD

Research Design and Setting

This study employs a descriptive qualitative approach aimed at understanding the implementation of the Cooperative Language Learning (CLL) method in teaching vocabulary and word expression. In addition, a descriptive quantitative approach is used to analyse students' learning outcomes through initial and terminal assessments.

The research was conducted at SMP Buddhi Tangerang, located in Karawaci, Banten. The teaching activities were carried out during the regular school schedule, with an allocation of 120 minutes per week for each class. Each instructional hour consisted of 40 minutes, with some classes receiving two to three sessions per day, depending on the school schedule.

Initially, the researcher conducted classroom observations to identify students' English proficiency levels. Based on the evaluation results and consultation with the English teacher, the researcher focused on Grade 8 students, as the learning materials aligned with the researcher's teaching approach and objectives.

Teaching Preparation

The preparation stage began with classroom introductions facilitated by the teacher. During this stage, the researcher adapted to the classroom environment and analysed students' learning characteristics. The researcher was given flexibility in designing lesson plans; however, the Cooperative Language Learning (CLL) method was selected as the primary teaching approach based on curriculum alignment and classroom observations.

A key issue identified during the preparation stage was students' limited vocabulary mastery, which persisted from elementary education. This problem became the main focus of the teaching intervention.

Teaching Process

The teaching process was conducted through several stages using the Cooperative Language Learning (CLL) method. At the initial stage, the researcher introduced basic word expressions, particularly greetings, to build familiarity and create a supportive learning atmosphere. Students were encouraged to respond to greetings appropriately and explore alternative expressions to expand their vocabulary.

The learning process continued with material from the "Invitation" chapter. Students were actively involved in question-and-answer sessions to explore their understanding of the topic. This interactive approach aimed to encourage participation and develop students' confidence in expressing ideas.

An initial assessment was conducted using the song *Heal the World*. Students were required to select at least two lyrics, classify each word based on its grammatical category, and explain the meaning. The results of this task were discussed in the following meeting.

In subsequent sessions, the CLL method was implemented through group-based activities. Students were divided into teams and assigned various tasks, such as:

- a. Translating lyrics,
- b. Classifying words,
- c. Answering questions related to the song, and
- d. Performing conversation tasks.

Each group worked collaboratively to complete the tasks, while the teacher acted as a facilitator. The use of games and group challenges enhanced student engagement and encouraged active participation.

In the third meeting, project-based learning was introduced. Students worked in groups to create greeting cards and practice word expressions related to invitations and greetings. A structured seating arrangement was implemented to support group interaction and minimise teacher-centred learning.

At the final stage, a terminal assessment was conducted, consisting of:

- a. Conversation performance tasks
- b. Interpretation of the song Heal the World

Students performed both individually and in groups, demonstrating their understanding of vocabulary and word expression.

Data Collection and Assessment

Data were collected through classroom observation, student participation, and assessment results. Two types of assessments were used:

1. Initial Assessment

The initial assessment focused on vocabulary recognition through word classification and translation tasks based on song lyrics. The assessment criteria were as follows:

- a. Accuracy of word classification (80%)
- b. Accuracy of translation (20%)

2. Terminal Assessment

The terminal assessment evaluated students' performance in communication and comprehension. The criteria included:

- a. Accuracy of word usage
- b. Pronunciation and expression
- c. Fluency of conversation
- d. Group collaboration and interpretation

Scores were categorised into five levels: Excellent, Good, Acceptable, Poor, and Failed.

Data Analysis

Data analysis was conducted by comparing the results of the initial and terminal assessments. The analysis focused on identifying improvements in vocabulary mastery and word expression. The results indicated that many students initially experienced difficulties in classifying and understanding vocabulary. However, after the implementation of the CLL method, students demonstrated significant improvement, with a higher number of students achieving Excellent and Good categories, and no students remaining in the Poor or Failed categories. The improvement was attributed to the interactive and collaborative learning environment created through the CLL method, which encouraged student participation, confidence, and engagement in the learning process.

RESULT AND DISCUSSION

Teaching Preparation

Introductions to students were facilitated by the teacher in each class. The researcher received a full weekday schedule, excluding holidays, with a teaching duration of 120 minutes per week for all classes, with each hour counted as 40 minutes. Some classes received 2 or 3 hours of lessons daily, leading to varied English lesson durations on the same or different days.

After a month, the research assessed the English language skills of students at SMP Budhi. Following evaluation by the English teacher, the writer was granted the opportunity to teach all grades from 7 to 9, swiftly decided to focus on grade 8 due to the alignment of the learning material with the writer's teaching style developed during the 1st semester, where the writer actively participated in social activities, especially teaching. While granted the freedom to create or skip lesson plans. Despite having the freedom to create lesson plans, the writer proactively chose to implement the CLL learning method, aligning with observations of the curriculum at SMP Buddhi Tangerang. Additionally, the writer identified a common learning challenge across classes, specifically in Vocabulary, a fundamental issue persisting from the primary that occurs in middle school.

Teaching Process

The writer confidently introduced himself to grade 8, leveraging the teaching adaptations from grade 7 the writer no longer needed assistance. The writer started the teaching with greetings as follows "Bismillahirohmannirrahim, assalamu'alaikum warahmatullahi wabarakatuh, hello everyone! How is it going?". Muslim students respond to greetings with "wa'alaikummus salam warahmatullahi wabarakatuh, hi!" while non-Muslim students answer just "Hi!". Apart from not answering well-being questions for familiarity, several students were heard answering greetings with "Hello" too. The writer explains the appropriate answer, answering the greeting for Muslims of course with "wa'alaikummus salam warahmatullahi wabarakatuh" and then continuing with "Hi" not "Hello" but if the writer says "Hi" the appropriate response is "Hello". In line with the aim of this thesis, namely teaching vocabulary and word expressions, the writer asks questions that are rarely asked by educators in Indonesia which results in curiosity about what questions are being asked.

"How is it going?" is another way of asking for someone(s) well-being. The writer explains the importance of word exploration to enrich your vocabulary. "Break the limit" is the encouragement to don't get stuck at the standard achievement point, because by having an abundant vocabulary students will be more creative.

After giving a marvellous impression, the writer introduced himself as an internship teacher. Tell the writer's background about who he is and give students the option to call the writer by calling "Kak" or Sir. Followed by list of student attendance in the class, to get to know each other's faces and expressions when called. After that, the writer starts teaching with the following conversation in 8C class:

- The writer: "Alright, everybody. Now please find the Invitation chapter in your book on page 45".
- All students: "Alright, kak!".
- The writer: "Have you found it?".
- Student A: "Got it, kak!".
- The writer: "Good job! How about fellow students? have you found it?".
- The rest student: "Found it, kak!".
- The writer: "Well done, everyone! Before we discuss the material. Kak Iki would like to ask what you understand about the Invitation. What do you think the Invitation is and what is its purpose?"
- Student A: "I know, kak"
- The writer: "No, sorry, before you answer, kak Iki give a chance to the fellow students, okay?".
- Student A: "Sure, kak! Go ahead".

- The writer: "You. Yes, you are there. Please give your views on this question, OK?".
- Student B: "Alright, Kak. The invitation is an "undang" in Indonesian. The goal is to make the laws. Sorry, kak, if the answer is not right".
- The writer: "Nice, almost. Next, you! The one who wanted to answer, please".
- Student A: "Invitation is an "undangan" in Indonesian. It aims to invite someone or a group of people".
- The writer: "Very well! you're right. keep it up".

The writer continues by elaborating on the meaning, types, and functions of invitation, offering various examples of invitation. The writer engages students in active learning through questions and answers. Following the explanation, the writer instructs students to open their books to page 82, where the song "Heal the World" is located, for an initial assessment. Students are tasked with writing at least two lyrics from the song and organising each word based on its classification, accompanied by an explanation of the meaning of each selected lyric. Once completed, students are directed to collect their work for discussion in the next meeting. Concluding the session, the writer requests students to nominate two role models each for participation in the upcoming meeting.

At the next meeting, the writer of course started by saying bismillah and greetings followed by a list of attendance. Continuing the material at the 1st meeting, the author asked representatives of the 2 people who had been selected in the deliberation that had been carried out to come forward to the whiteboard. The following is the conversation that took place when the representatives in the row where they were sitting came forward:

- The writer: "Alright, students. Today we are going to have some fun with games! Are you ready for it?".
- All line teams: "Ready, kak!".
- The writer: "Kak Iki has prepared 4 random tasks that you will choose. Without further ado, please 1st line team take randomly one of the 4 scrolls available and open them together when all teams have got them".

The author prepared 4 scrolls containing questions and/or challenges, namely:

- a. Translating challenge.
- b. Word classification challenge.
- c. Questions about the "Heal the World" song.
- d. Conversation challenges.

After all teams got their respective scrolls, the writer asked all teams to open them. Let us explore the ongoing dialogue beneath to discover how tasks were distributed among each group.

- The writer: "There you go! 1st line team, please read, is it a question or challenge?".
- 1st line team: "Translate 2 lyrics written by the group that was given the challenge to organize the classification of the words in the lyrics. Wow, which group got the word classification challenge?".
- The writer: "Nice! Translate challenge. Next, 2nd line team, please read".
- 2nd line team: "Our team got a question. Who is the singer of the song Heal the World and tell us what the song is about?".
- The writer: "Good, what about the 3rd line team?".

3rd line team: "Word classification from the lyrics 1. love is strong, it only cares for joyful giving. 2. we stop existing and start living".
 The writer: "Gotcha! We found the pair from the challenge09- for the 1st line team. Finally, 4th line team, please read your task".
 4th line team: "Conversation challenge on Invitation chapter, kak".
 The writer: "Well done everyone! For those who didn't come forward, please listen to the example of the conversation on page 47 which is by the 4th line team. So, for the remaining 3 teams, please write your answers on the board".
 Student C: "Sorry, kak. Before the conversation begins, I would like to ask why this meeting discusses 2 materials at once?".
 The writer: "Impressive! Very good question. So, here is why are there 2 materials at once, Kak Iki want to assess your mastery of vocabulary as well as the way you express words. These 2 things are different, but both discuss words. Simply, when we already have a bank(collection) of qualified words, we will express them in various ways/media".

Once the assigned tasks were distributed to all teams, they promptly engaged in their respective activities. The 4th line team, tasked with a conversation assignment, conducted a live demonstration in front of their classmates. Subsequently, the writer assessed the spoken words for accuracy, the fluency of reading, and the appropriateness of expressions used during the conversation—a key concern for improving expression.

After the completion of tasks by the other 3 groups, the author invited them, along with the 4th line team, to return to their seats. With everyone seated, the writers engaged in discussions, collectively correcting the word classification of 2 lyrics, and translating them. The session concluded by addressing questions posed to the 2nd line team.

Wrapping up this session, the writer shares details regarding the upcoming meeting and announces the Terminal Assessment, which will comprise two components: a Conversation task and an interpretation of the "Heal the World" song. This assessment will take place during the final meeting before the mid-semester test.

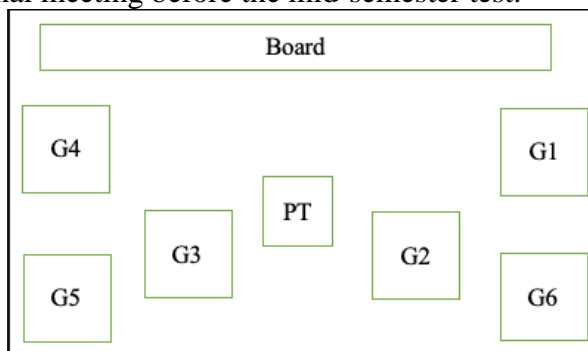


Figure 1. Seating Allocation

During the third meeting, the writer, accompanied by a co-teacher, assigned project-based tasks to groups. The tasks and associated materials were projected for better visibility. Below is an overview of the seating allocation for students:

Here is an explanation of the seating arrangement outlined: The board at the front of all, and at the centre of the class placed PT, which is the Projector Table, is positioned

between G2 and G3 (Group 2 and Group 3). In the corner, you'll find G1 and G4 (Group 1 and Group 4). At the back corners, both right and left, are G5 and G6 (Group 5 and Group 6).

This arrangement is designed to enhance interaction among students within their respective groups, allowing them to engage without solely focusing on the teacher. Each group receives the same task presented on the projector, featuring material on expressing words through greeting cards and various examples of invitations and greeting cards.

Once all students are assigned to their respective teams, the writer hands out discussion questions for the upcoming 2 sessions. Before concluding this meeting, a paper containing a conversation test for the Terminal Assessment, spanning the next 3 meetings, is distributed. The test includes blank spaces filled with alternative sentences derived from the previous meeting's conversation. The writer exemplifies the purpose of substituting words in various situations, including responses of both refusal and agreement.

Now, it is time to gather the accumulated conversation scores for the Terminal assessment, showcasing the diverse student responses in the ensuing analysis. The writer also revisits the interpretation of the song "Heal the World", performed in the session before the mid-semester test. Beyond seeking their perspectives on the song, the writer encourages students to sing it collectively as a group.

During the final meeting, the author calls each group to share their interpretation of "Heal the World", singing it both as individual teams and together with the entire class. The meeting concludes with a group photo as a keepsake, shared on the writer's personal Instagram account.

At the end of every meeting, the writer requested the class leader to ensure the class remained composed and prepared. The class leader then handed back control to the writer. Before leaving, the writer encouraged all students to express gratitude in their respective ways, like saying "Alhamdulillah" for Muslim students or other expressions for non-Muslim students. The session wrapped by saying "Thank you, wassalamu'alaikum warahmatullahi wabarakatuh" by the writer and replied by Muslim students said "wa'alaikummus salam warahmatullahi wabarakatuh" followed by "See you, kak Iki!" from all students.

Teaching Analysis

Teaching in English learning through the CLL method is highly enjoyable as it encourages students to actively ask questions and interact with initially basic words, transforming them into something captivating. The writer initially employs whiteboard media, transitioning to projector media during the meeting to illustrate diverse examples of word expressions, including conversations, greeting cards, invitations, and songs. The project-task-based aligns seamlessly with the curriculum at SMP Buddhi Tangerang, fostering a student-centred atmosphere that shifts away from a continuous focus on the teacher. This shift encourages students to feel more comfortable asking questions, moving beyond the perception of teacher discussions as lengthy and dull.

For Initial assessment, the writer assigns a word classification task, requiring students to organize each word in the song "Heal the World" with at least 2 lyrics, and subsequently translate them. The Initial assessment encompasses various aspects, and the following criteria are considered by the writer:

Table 1. Initial Assessment Criteria

Criteria	Score
Accuracy of word classification	80

Accuracy of translation of lyric fragments	20
Total Score	100

The writer evaluates 2 aspects: the precision in word classification holds 80%, while the accuracy in translating lyric fragments carries 20%. These 2 aspects contribute to score qualifications. This score qualifications used in both initial and terminal assessment:

Table 2. Score Description

No.	Range	Description
1.	90-100	Excellent
2.	80-89	Good
3.	65-79	Acceptable
4.	55-64	Poor
5.	0-54	Failed

The writer observed that numerous students faced significant challenges in categorising words from the 2 lyrics they selected. Only 2 to 5 individuals achieved Excellent scores, 3 to 5 students received good scores, 14 to 15 students obtained an Acceptable rating, the remaining 10 to 15 students fell into the Poor category, and ironically found 2 students with Failed results. The impact of Covid-19 has been evident, leading to a decline in their learning enthusiasm. The following chart is extracted from 3 classes of the 8th grade:

The CLL method is applied through project-based tasks involving the creation of greeting cards. The provided materials align with word expressions, fostering knowledge development from various examples. Each exemplified card type serves a distinct purpose.

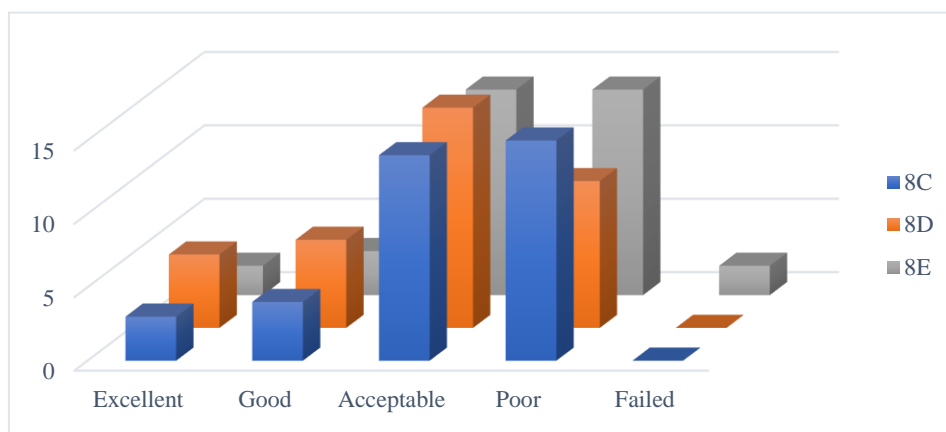


Figure 2. Initial Assessment Result

Students are assigned the task of crafting greeting cards, and customising their contents based on individual desires and goals while adhering to the provided template. This assignment promotes creativity and enhances students' vocabulary. This learning serves as the foundation for the terminal assessment, incorporating conversation with blank spot testing. In this test, students collaborate in groups of two or more to fill in the blanks with continued words or sentences showcasing their creativity. In addition, the assessment includes the interpretation of the song "Heal the World" with specific criteria below:

Table 3. Terminal Assessment Criteria

Aspect	Score
Accuracy of letter in word(s)	20
Accuracy of articulation (including expression and pronunciation)	40
The seamless flow of conversation subject	20
Leadership in interpret and unity in singing	20
Total Score	100

The writer effectively implemented the CLL method, leading to a notable improvement in the terminal assessment scores. A greater number of students achieved Excellent and Good scores, with only 3 to 10 individuals receiving Acceptable grades. No more Poor and Failed categories are found in it.

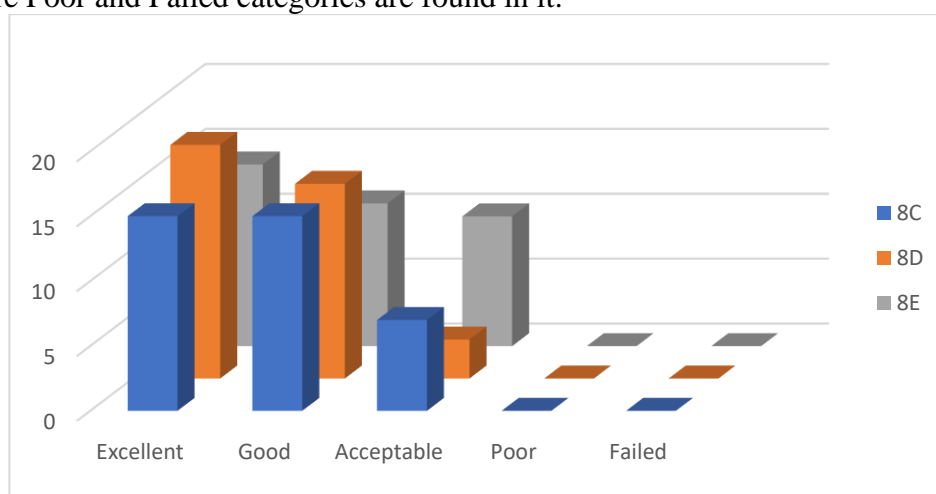


Figure 3. Terminal Assessment Result

The marvellous surge in scores is attributed to the writer's in-depth discussions with native teachers at SMP Buddhi Tangerang, their willingness to explore innovative methods, and the establishment of a friendly learning atmosphere. This has enabled students to feel at ease, ask questions freely, and interpret the knowledge shared by the writer as an intern teacher.

CONCLUSION

Based on the observations conducted during the preparation and teaching stages at SMP Buddhi Tangerang, it can be concluded that students demonstrated a clear need to learn English from a fundamental level, particularly in vocabulary mastery. Many students experienced difficulties not only in understanding vocabulary but also in expressing words appropriately, indicating limitations in both vocabulary knowledge and word expression skills. The implementation of the Cooperative Language Learning (CLL) method successfully created a supportive and engaging learning environment, beginning with the introduction of familiar word expressions, especially greetings, to establish a connection between the teacher and students. The use of interactive strategies such as games, group discussions, and song-based learning through *Heal the World* encouraged active participation and facilitated meaningful learning experiences. The initial assessment, which focused on word classification and interpretation of song lyrics, provided a clear baseline

of students' abilities and enabled immediate discussion and feedback in subsequent sessions.

Furthermore, the application of the CLL method through collaborative activities, including group-based tasks and project-based learning such as greeting card creation, significantly enhanced students' engagement and learning outcomes. The structured seating arrangement and teamwork approach fostered interaction among students and shifted the learning environment from teacher-centred to student-centred. The results of the terminal assessment indicated a notable improvement in students' vocabulary mastery, word expression, and confidence in communication. Although several challenges were encountered, including classroom management issues during the adaptation phase, minor technical problems with learning facilities, and students' tendency to focus more on visual aspects than content in creative tasks, these obstacles did not significantly affect the overall effectiveness of the learning process.

Overall, the implementation of the Cooperative Language Learning (CLL) method proved to be effective in improving students' vocabulary mastery and word expression while also fostering confidence, collaboration, and active participation. It is therefore recommended that teachers maintain a supportive and interactive learning atmosphere to enhance students' confidence and critical thinking. In addition, improvements in learning facilities, such as classroom technology and library infrastructure, are necessary to support more effective teaching practices. Future researchers are encouraged to design structured lesson plans and adapt teaching strategies to classroom conditions, recognising that teaching a foreign language requires patience, creativity, and consistency in order to create meaningful and impactful learning experiences.

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