The Cooperative Learning Using Whiteboard Animation for Teaching English as a Foreign Language

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Abstract: Teaching English as a Foreign Language is a term that refers to teaching English to students whose first language is not English. It needs special treatment with special preparation. This study was conducted to examine the teacher and students implementing whiteboard animation with a cooperative learning model in teaching English as a Foreign Language classroom. This study employs a qualitative research method especially a case study design, which includes observation and post-observation interviews. The study's participants were a junior high school English teacher instructing nine-grade students in a private school in East Java, Indonesia, who had previously used whiteboard animation with the cooperative learning technique. The participants described the objectives and activities involved in putting cooperative learning into practice. It is found, however, that not all materials and activities were taught using the media and/or learning approach as intended in this research. However, both teacher and students can explain the use of this combination and hopefully, other teachers and schools can implement more media and models as studied in this research.

Keywords: Teaching English as a Foreign Language; Whiteboard Animation; Cooperative Learning

INTRODUCTION

Language is the way people interact with others. English, as one of the international languages, is now used as a universal language by a wide range of societies and civilizations worldwide. Non-native speakers of English make up 80% of conversations in the world (Abdul Rahim & Jalalian Daghigh, 2020; Wang & Fang, 2020). Learning English as a foreign language itself deals with real-life situations that cross-linguistic and cultural boundaries. Humans are social creatures. Therefore, English teachers should understand that they need to bring this fact to students' learning activities that need to develop through teamwork. Cooperative learning is one method of teaching pupils how to be cooperative and collaborative as it is one of the modern learning models that uses group learning techniques.

Cooperative Learning is a teaching model in which small groups of students with varied levels of ability employ a range of learning activities to deepen their grasp of a subject (Azizbek, 2021; Johnson & Johnson, 2018; Sari, 2022). To maximize the learning process, cooperative learning is considered a learning paradigm that employs small groups with a diverse member structure. This technique encourages positive interdependence, individual accountability, and intense communication among group members. It emphasizes students working together in small groups to accomplish a common goal via a range of learning exercises that enhance their comprehension of the material and help them solve issues as a group. Each group member has to support the learning of the others in addition to studying the course content together (Ebrahim, 2012). This learning model focuses on how students work together in small groups to accomplish common goals through a range of

learning activities that enhance their comprehension of the material and help them solve problems as a group. Each group member needs to support the learning of the others in addition to studying the course material together.

At the same time, the ongoing development of information and communication technology (ICT) in education stimulates educators to broaden their awareness of technology integration. This also affects the schools' programs to be equipped, to adjust, and to meet the student learning demands throughout the Industrial Revolution 4.0. As a result, the teachers must develop these skills equally.

The use of ICT in education, especially in EFL teaching, is influenced by the development of computer programs and the Internet. Nowadays, computers are employed not just as computing devices and word processors, but also as multi-media learning tools that enable teachers to design and engineer concepts and science. Computer-based multimedia presentation is a technology that maximizes the use of computers to show and produce text, pictures, and sound in an integrated display. Computers can be created and used as an effective media tool for learning and teaching by combining various elements of information and message delivery on a display. (Taufiq & Megawati, 2023).

Whiteboard animation is simply a video of drawing on a computer-based whiteboard with narration or audio. Whiteboard animation was first developed by filming someone explaining while drawing on a whiteboard or paper. It requires time and great sketching abilities. With the advancement of technology, several tools and platforms have evolved to make it easier to generate this type of animation. The animation style features static observer images drawn on a white screen. The graphic images are the core of the narrative that guides the viewer through the story pictorially. It is easy to understand but keeps us impulsively engaged.

Whiteboard animation is an effective media for promoting language learning, which is why it is chosen to be used in various instructional materials (Taufiq, Santoso, et al., 2022a). Some studies show that the use of whiteboard animation in various has a positive effect on language learning (Pahamzah & Avdiu, 2022; Taufiq, Agustina, et al., 2022; Taufiq, Santoso, et al., 2022b) 8,9,11,12. The purpose of the whiteboard animation (Ryan & Deci, 2020) is to let teachers explain concepts and provide examples to students directly so they don't have to envision them. Consequently, it becomes simpler for educators to conduct more focused class sessions, as well as more effective in education (Buda et al., 2018).

In specific materials of language teaching, whiteboard animation has been effectively used in teaching vocabulary and grammar with more improvement in grammar mastery though (Syafrizal et al., 2021). According to another study, pupils who received their instruction with whiteboard animation along with Project-Based Learning fared noticeably better than those who received it through traditional media. Additionally, it was discovered that students' creative levels had no bearing on how well they presented themselves in English. Even though, there was no correlation observed between the originality levels of students in their English presentation skills and the whiteboard animation itself (Suhroh et al., 2020). Regarding the approaches used by English Language Teaching (ELT) teachers in English as a Foreign Language (EFL) classrooms, it is needed to combine proper teaching models which are cooperative learning with supporting media, such as whiteboard animation.

This study was carried out in an Indonesian junior high school in East Java. This school has a vision to be an international class shortly. Therefore, the school prepares the curriculum, tools, facilities, and human resources including the teachers' ability to utilize English as the main instruction as well as the use of supporting strategies and media to prepare students for the global experience. The school itself has been implementing cooperative learning with Whiteboard animation in EFL lessons since 2021. The study was carried out over the course of one semester in tandem with an English class.

These previous studies and facts mentioned above are used as references to conduct this study. Regarding the tactics employed by ELT teachers in EFL classes, it is necessary to combine proper teaching models, such as cooperative learning, with supporting media, which as the whiteboard animation to make a better teaching environment. The primary goal of this study is to investigate what the teacher and students think and implement the EFL learning and teaching activities at the junior high school level, as the supporting actions to prepare the students for the global experience. This study intends to provide readers with new insights and experiences by describing the teacher's teaching experiences utilizing whiteboard animation in conjunction with the cooperative learning approach model. Specifically, the problem formulation from the statement that resulted from the research background emphasizes a key question, as follows: What are the perspectives of teacher and students in Indonesia in implementing cooperative learning using Whiteboard Animation to teach English as a Foreign Language Materials? This study serves as the focal point of comprehensive research findings and discussions, revealing new perceptions and experiences from the teacher and students. It can also be used to contribute to the development of more innovative and effective learning methods at the basic education level.

METHOD

This research aims to present readers with new insights and experiences by explaining the teacher's and students' perspectives and activities carried out using cooperative learning and Whiteboard animation. The teacher used this material in whiteboard animation along with the cooperative learning approach method which was then practiced in the English classroom. The following sections are essential for the purpose.

Research design

This study was conducted to examine the teacher and students implementing EFL materials using whiteboard animation with a cooperative learning model. This study employs a qualitative research method especially a case study design, which includes observation and post-observation interviews. To be precise, it is meant to investigate phenomena that primarily use descriptive information as data. Since the present study's findings do not reflect all actual phenomena, a case study design is relevant to meet the research objective. As the current study's findings do not accurately represent all actual phenomena, a case study methodology is appropriate to satisfy the research purpose.

Participants

In this qualitative study, an English teacher and ninth-grade Indonesian students. Both were non-native English speakers and were chosen as the participants. It took place in a junior high school in East Java, Since the school has been implementing cooperative learning with Whiteboard animation in EFL lessons since 2021, the researcher conducted this study there. The study's participants were a junior high school English teacher instructing nine-grade students in a private school in East Java, Indonesia, who had previously used whiteboard animation with the cooperative learning technique in EFL classrooms and students from the ninth grade.

The researchers need to investigate how the junior high school teacher prepares these pupils with EFL materials using proper technology application and teaching methods. The purposive sampling strategy was used in this investigation. The teacher as one of the participants has the following features. He is a teacher with six years of experience who frequently dealt with indigenous students. Furthermore, the teacher is already certified in a whiteboard animation short course.

In an English language learning session, twenty-nine students participated in addressing research questions through observation. Following their completion of the Google form with open-ended questions, three students were chosen as participants based on their responses in the Google form. Based on their superior ability to articulate their ideas, three students were identified as the most probable candidates to deliver appropriate answers. This method involved deliberately choosing participants based on their capacity to articulate their ideas and experiences in a way that was insightful, expressive, and clear.

Instrument

This was a qualitative study using a case study methodology. A case study was an in-depth investigation of a limited system (e.g., process, activity, event, or individuals) that involved extensive data collection. Because the study's goal is to evaluate teacher's practices regarding the use of whiteboard animation with cooperative learning in EFL classes, observation and post-observation interviews were used as techniques. The purpose of the observation was to have a full understanding of how the participants directed the students when they encountered media and an EFL teaching model. To obtain information relevant to the present study's purpose, the researcher scrupulously noted each action done by the participants on this occasion. To ensure that the researchers had reliable data, field notes, and video recordings were utilized to confirm the findings. In addition, each participant had five classroom observation meetings.

Through open-ended interviews, casual talks with the teacher, and observation, the researchers collected field notes. To get the required information, the researcher spoke with the teacher informally after the observation. The interview was also conducted with the students based on the open-ended questions in Google form they had filled out before to collect information regarding the usage of whiteboard animation in cooperative learning environments in English as a foreign language (EFL) course.
When a teacher used Whiteboard animation to implement cooperative learning, the following behaviors of the students were seen as indicators: positive interdependence; individual and group accountability; face-to-face promotive interaction; interpersonal and small group skills; and group processing. The program's impact on the teacher who utilized it as an additional tool was also considered in the research.

The observation activity was done from the back of the classroom to make sure it didn't interfere with the teaching and learning process. The researchers then noted anything pertinent to the study's conclusions. For each meeting, the observation activity lasted around eighty minutes. Post-observation interviews with the research participants were done following the teaching and learning procedure. The tool was selected to explain the researchers' comprehension of particular scenarios that arose throughout the observation activities. Stated differently, the purpose of the interview was to see if the participants' justifications for their actions aligned with what the researchers understood.
Data Analysis

Data analysis used in this research used an interactive data analysis model, particularly data reduction, data display, and data verification (Creswell, John W.; Poth, 2016). As an illustration of the data analysis flow, it can be seen in Figure 1.
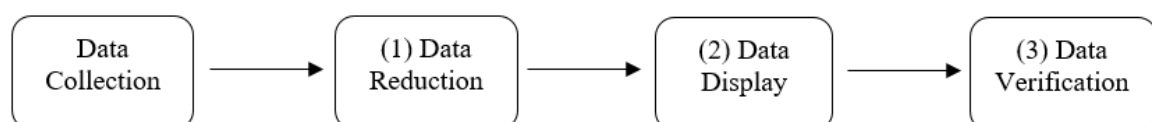
Figure 1. Data Analysis Technique

Data Reduction

To fully comprehend the research via observation, narrative descriptions from field notes were utilized, while open-ended questions centered on highlighted problems were used to get feedback from the teacher and students. Minimal transcription and data analysis were done, and information on using Whiteboard animation for cooperative learning in EFL classrooms was gathered from field notes and interview answers.

Data Display

The data on display was gathered from replies to a study question. To make the material simpler to understand, the replies to the research question were grouped in a table. The table was then clarified with a descriptive narrative, making the researcher's material simpler to interpret.

Data Verification

Throughout the study procedure, observations in the form of field notes, open questions, and class activity materials were used to verify and make findings. The outcomes of the data collection were then systematically recorded in the researcher's notes. Researchers used a triangulation strategy to improve the dependability (credibility) of data by cross-referencing information from diverse sources, such as observation techniques and meticulous data verification (Aini & Wahyuni, 2023). To guarantee complete information, data triangulation included observational results, open-ended surveys, and research question data. After gathering feedback from the teacher and students via observations and Google Forms replies, the sources were triangulated, and the results were produced as a descriptive table with a thorough and understandable explanation.

RESULTS AND DISCUSSION

In one semester, it was found that not all materials and activities were taught using the media and/or learning approach as intended in this research. There were two materials taught using whiteboard animation with collaborative learning. For the limitation of this study, the researchers took one material which is the "Asking for Repetition" material with the consideration of using both whiteboard animation and cooperative learning. The other materials that were taught using other media or learning models nor taught by using whiteboard animation or collaborative learning only are not discussed in this study.

The researchers covered two topics in this study: which is about classroom management and how the teacher and students felt about using Whiteboard animation in cooperative learning.

The classroom management

Based on the observations, the class management team implemented the steps listed below to encourage cooperative learning and Whiteboard Animation in the EFL classroom.

Three parts of learning were prepared by the teacher, based on the observations: Pre-teaching, during teaching, and after teaching. More specifically, several tasks were necessary for the first phase, pre-teaching, including lesson planning to guarantee the best possible learning results. The teacher also made sure the students had a pleasant time and that the instruction was done correctly. After teaching, there was the last one. To make sure that learning goals were reached and that students were at ease and satisfied with their education in this situation, reflection was crucial. It was also necessary to get student feedback to determine what should be changed and what should remain the same.

1. Pre-teaching

One of the teacher's preparation chores before class is to choose relevant lessons and activities that will keep the students engaged and interested in learning. The tasks in the cooperative learning lesson plan had already been accomplished by the teacher, as shown in the table below.

No.	Aspects	Findings
1.	Teacher's role	The teacher prepared three things: pre-teaching, during-teaching, and post-teaching.
2.	Learning Approach	The teacher selected cooperative learning as the best teaching strategy for the class because it is student-centered and fosters strong collaboration between the teacher and the class as well as between students.
3.	Teaching Media	Based on the needs of the pupils, the teacher selected Whiteboard animation as the most appropriate learning Media.

Table 1. Three Aspects in Pre-teaching

Table 1 depicts one aspect of learning that was covered during pre-teaching: the selection of teaching materials and the construction of lesson plans. When implementing cooperative learning in junior high schools, teachers ensured that the learning objectives were student-centered. The teacher at this institution employed cooperative learning, which required students to collaborate with their peers as well as the teacher.

The teacher taught how to apply cooperative learning in this outstanding lesson plan, which must include KPA (Knowledge, Practice, and Attitude). It suggests that students have the necessary information, can practice, and have a positive attitude toward cooperative learning. This learning focused on how students collaborated to improve their own and one another's learning.

The teacher also used Whiteboard animation, by displaying animated EFL materials in Asking for Repetition. The subject was delivered in both moving animation on an LCD projector display, and Laptop, followed by pronunciation and a brief explanation by the teacher, as well as the meaning articulated vocally in English and the native language, Bahasa Indonesia, or Indonesian Language.

Lesson Plan	Aspects	Implementation	Activities
Cooperative Learning LessonPlan	Warm-up, lead-in, Presentation, Practice and Production, Wrap-up	Ice-breaking, Group forming Today's materials group discussion, Students practice: a. By themselves b. Peers practice Presenting in front of the class, Individual worksheet Concluding the wholelesson and Reflection	- Following the teacher's instruction, - Attending the class activities, along with the teacherconcluding the material - Stated the reflection

Table 2. How teaching using Cooperative Learning using Whiteboard animation is prepared

Table 2 shows that the teacher made sure that the lesson plan, which was prepared with many considerations, was executed effectively. Warming up the class before moving into exercises, the teacher tried to get the students' attention by doing various icebreaking. The students joined in with the teacher. The teacher also mentioned the goal of the class teaching every meeting.

2. During teaching

Teaching is the main activity in this component, ensuring that learning goes as planned and teachers can carry out their duties. Within this educational institution, teachers strive to facilitate learning and maintain optimal classroom management. There is one EFL teaching material that is taught using whiteboard animation with collaborative learning. It was "Asking for Repetition". The other materials are not discussed here as they were either taught using other media or learning models or taught using whiteboard animation or collaborative learning alone. The data were obtained from observations and short interviews with the teacher and students, which will outline the tasks and objectives in implementing cooperative learning.

Based on the results of observations and interviews, the teacher carried out those activities on an ongoing basis. Students worked in collaborative learning in small groups with a diverse group structure. Regarding the diversity of groups in the cooperative learning model, the thing that can be done to ensure this is by conducting a randomization system in determining groups.

Cooperative learning is learning that makes students interact with each other in small groups to work on academic tasks to achieve common goals. Students must be active in the learning process both individually and in groups so that cooperative learning achieves its goals, namely, students can learn happily and learning needs can be achieved.

The material about "Asking for Repetition" was given in meeting 3. Here, the teacher implemented cooperative learning by implementing four stages in cooperative learning as suggested by Tamayama (Hamdayama, 2016), which are as follows.
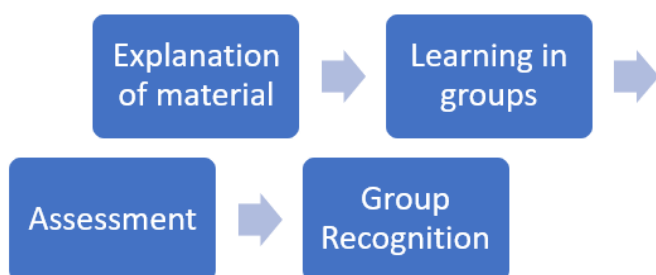
Picture 1. The four-stage model in cooperative learning

Picture 2. Whiteboard animation material about "Asking for Repetition"

a. Explanation of material

As illustrated in picture 1, at the explanation stage, the teacher delivered the material before students learned in groups. The main objective in this stage is students' understanding of the subject matter individually. At this stage, the teacher provides an overview of the subject matter of "Asking for Repetition" using whiteboard animation as shown in picture 2 that must be mastered, and then students will deepen the material in group learning. In previous years, the teacher had to create his materials, but now, it is easy to find the materials on the internet without having to make one.

b. Learning in groups

After the teacher explained the overview of the "Asking for Repetition" using whiteboard animation. The teacher explained that this topic related to the fact that sometimes in everyday life, people ask back what the other person said. This is important so that the information heard is conveyed clearly. Furthermore, students are asked to study in their respective groups that have been formed previously.

c.   Assessment

Here, the assessment in the cooperative learning model was done by tests conducted in groups. The group tests gave information about each group's ability.

d.   Group Recognition

Group recognition is the determination of which group is considered the most outstanding or which group is the most accomplished, which deserves a prize or award. This recognition and awarding are expected to motivate the group to continue to excel and also generate motivation for other groups to be more able to improve their achievements.

After some practice, the teacher allowed the students to go through their workbooks. In this case, the students each finished this activity independently to determine their level of understanding of the material of Asking for Direction. The worksheet included written tasks. Using the tasks that the teacher had supplied, the students tried to fill in the blanks to answer the questions. As a consequence, the students could remember both the terminology and appropriate writing methods.

3. After teaching

Reflection was vital for improving learning quality and promoting personal growth. The teacher wanted the students to have a better grasp of who they were, as well as an awareness of their values and areas of strength and weakness, via the process of reflection. Before concluding the lecture, the teacher asked the students if they were happy with the knowledge and subject matter covered. Students were satisfied and valued their education. They stated that the teacher provided a variety of engaging exercises from the beginning to the end of the lesson.

Teacher and students' perceptions of Cooperative Learning using Whiteboard animation in EFL classroom:

This conclusion is based on the results of open-ended surveys and informal interviews with the teacher that elucidated the teacher's perception of incorporating cooperative learning using Whiteboard animation in the EFL classroom. The questionnaires indicated that:

The Viewpoint of the Teacher

Because Whiteboard Animation offered a wealth of engaging animations and explanations, the teacher thought that using it in an EFL classroom was simple. With these tools, teacher could quickly present visual aids to aid pupils in understanding the subject matter. Students were encouraged to present, discuss, and engage in group work in English by using whiteboard animation in conjunction with cooperative learning. In the previous year, the teacher had to create his Whiteboard animation materials. But now, since he has many collections of video animations, the internet supports abundant materials. The teacher just needs to collect and use it in the class. Furthermore, with experience in teaching EFL using cooperative learning, the teacher finds it easy to cope. It is different from previous years that he needed to learn and evaluate the materials, media, and teaching strategies. Comparing the animation to more traditional exercises, the teacher thought it helped the children retain the information better. Furthermore, the graphic was efficiently presented to aid students' understanding in the EFL classroom using Whiteboard animation. Worksheets that were specifically created for each lesson's learning objectives and activities were created by the teacher utilizing cooperative learning.

The Viewpoint of Students

These results are based on interviews that describe how cooperative learning is implemented in EFL classrooms utilizing Whiteboard animation.

The students found that the teacher included cooperative learning and the use of the Whiteboard animation in the EFL classroom platform as visual aids in the English teaching framework. The materials presented using whiteboard animation helped them to understand since they could repeat and discuss the animation with the other members of the group. The students received positive interdependence; individual and group accountability; face-to-face promotive interaction; interpersonal and small group skills; and group processing. The students' group projects had an impact on their presentations, which led to speaking exercises in class. The students were separated into groups based on the materials; each group normally included two pupils, although there were occasionally four or five. The pupils were okay with the teacher selecting the students at random as they understood that each person needed to put in their effort for the group to succeed, and they worked together. It suggests that if students are having problems, they should ask the teacher, speak with the group, or even probe another participant. Since Whiteboard animation provided pictures related to the text, they felt that it was good for the materials in EFL classes.

Discussion

The teacher used reflective practices that helped with the assessment of the learning process from the beginning to the end. This might help eliminate anything that could not be as important to learning, change it into better learning, or keep anything that could be helpful while learning. However, it also made it simpler for the teacher to understand the students' attitudes about the material.

This could be a measurement of cooperative learning and the use of Whiteboard animation in EFL classrooms. Since the teacher completed a lot of activities, this was also beneficial. According to the research, cooperative learning may be regarded as a useful teaching strategy for encouraging students to talk more. Students who worked together had the chance to engage with one another and improve their speaking abilities. To ensure that every student made a significant contribution to the learning process, it was vital to use organized and pertinent cooperative learning practices. Whiteboard animation was a useful addition to the supporting materials in the EFL classroom.

CONCLUSION

In Indonesian junior high schools, cooperative learning with Whiteboard animation is beneficial. This success is impacted by several important factors. The primary factors include the teacher's role in class management, the use of supplemental media, and constructive collaboration between the teacher and students as well as amongst students. EFL classrooms can benefit from the use of technologies like Whiteboard animation when employing cooperative learning practices. This tool makes learning more concretely easy while also inspiring learning. Hopefully, more teachers and schools can implement more media and models as learned in this study and beyond.

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