

ENHANCEMENT OF ENGLISH LANGUAGE BASED ON THE COOPERATIVE LEARNING MODEL AT PONDOK PESANTREN IMMIM PUTRA MAKASSAR

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Abstract

This community service project aimed to enhance English language proficiency among students at Pondok Pesantren IMMIM Putra Makassar through the implementation of a cooperative learning model. The program responded to the growing need for English communication skills in the era of globalization by introducing interactive, student-centered learning activities such as think-pair-share, group discussions, vocabulary games, and role-plays. Using qualitative methods—observation, in-depth interviews, and documentation study—the team found significant improvements in students' motivation, confidence, and active participation. The cooperative learning model proved effective in encouraging peer support, collaboration, and practical language use in real contexts. Both teachers and students positively perceived the program, noting its impact on fluency, vocabulary development, and student engagement. This initiative demonstrates that integrating cooperative learning strategies into language instruction in Islamic boarding schools can successfully promote meaningful English acquisition and 21st-century communication skills.

Keywords: English language, Cooperative learning model, training, ELT, Learning model



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INTRODUCTION

During rapid technological developments and globalization, mastery of English has become a very important need (Zülküf ALTAN, 2017). As an international language that is widely used in various fields, English language skills can open wider doors to success (Bori, 2020). Realizing this, the Pondok Pesantren IMMIM Putra Makassar took progressive steps by implementing the "English Day" program for all its students.

English Day is one of the flagship programs at the Pondok Pesantren IMMIM Putra Makassar which requires students to communicate using English during certain days. The main aim of this program is to familiarize students with using English actively in everyday life (Rahayu, 2015), so that they can improve their speaking, listening, reading and writing skills in this international language.

Through the implementation of English Day, students not only learn grammar and vocabulary, but also practice practical communication skills. By using English in daily interactions, they can build self-confidence and hone their fluency in English naturally.

This program also reflects the commitment of the Pondok Pesantren IMMIM Putra Makassar in developing the English language skills of its students as a provision to face

challenges in the era of globalization. By mastering English, students will have a competitive advantage in achieving success in the future (Shobaki & Naser, 2017), both in the academic, professional and social fields. Apart from that, English Day is also a means to enrich cross-cultural insight for students. By using English, they will be exposed to various perspectives and diverse cultural values, so that they can build an attitude of tolerance and better understanding of global diversity.

Through this effort, the Pondok Pesantren IMMIM Putra Makassar hopes to produce a young generation who not only master religious knowledge, but also have strong global communication skills and strong cross-cultural understanding. This combination is certainly an important provision for students in facing challenges in the era of globalization and becoming positive contributors to the progress of the nation and the world.

METHOD

The partner of this community service activity is Pondok Pesantren IMMIM Putra Makassar which is located in Putra Jalan Perintis Kemerdekaan, Makassar. The participants of English Day were grade 7 students totaling around 100 people.

There are three stages in this community service, they are:

1. Preparation Stage.

The team from English Education Department begin the program in the form of coordination meeting between the implementation team and the school principal and English teacher to analyze the students' needs, and selection of teaching materials as well as methods.

2. Implementation Stage

The main activity was English Day that was conducted for one day. In that activity, all participants and the trainers, were not allowed to use other languages, except English. Students also received various materials in English.

3. Evaluation Stage

The evaluation was the carried out after the implementation of 'English Day' to find out the perception after the program.

FINDINGS AND DISCUSSION

The community service program at Pondok Pesantren IMMIM Putra Makassar began with a well-planned preparation stage involving coordination meetings between the implementation team and the school principal in May 2024. This initial phase was essential in aligning the objectives and technical aspects of the program (Guerrero & Moreno, 2017). Discussions focused on the number of classes involved, the timeline for implementation, and the mechanisms for effectively integrating the cooperative learning model into English instruction. These meetings also aimed to ensure the school's support and readiness to collaborate during the activity.

In the implementation stage, the team facilitated English language assistance for Class VII students using a cooperative learning model. This model promotes collaboration among students in small groups, where each member is responsible for their own learning as well as the learning of their peers (Li & Lam, 2013). Activities included think-pair-share, group discussions, vocabulary games, and role-plays, all designed to foster interactive learning. Students were encouraged to practice English actively through real conversations with their peers, increasing their speaking and listening skills in a low-anxiety environment.

The implementation process was observed directly by the researchers, who noted a visible increase in student engagement, confidence, and willingness to communicate in English during group activities. Through observation, the research team captured the dynamics of classroom interactions and the positive behavioral changes among students when placed in supportive group settings. For example, students who were initially shy began participating more actively after being encouraged by their teammates (Ma & Oxford, 2014).



Figure 1. Process of Cooperative Learning Model

The PBI team presented material on daily activities, direction and telling time, followed by outdoor activities in the form of games on the material that had been taught. Where participants were divided into several groups.

To further support these findings, in-depth interviews were conducted with school leaders, English teachers, and selected students. These interviews provided valuable insights into their perceptions of the cooperative learning model. Teachers expressed that this approach helped students become more independent and active, while students reported enjoying the group learning atmosphere, stating that it made them feel more confident and motivated to speak English.



Figure 2. Outbound

In addition, a documentation study was carried out to analyze curriculum documents, lesson plans, and learning materials used during the program. These documents showed that the integration of cooperative learning principles aligned well with the existing curriculum goals. The documentation also confirmed that the learning activities were structured to promote collaboration, critical thinking, and student-centered engagement (Dada et al., 2022).

Overall, the findings from observation, interviews, and documentation collectively demonstrate that the cooperative learning model significantly enhanced English language acquisition at Pondok Pesantren IMMIM. Not only did it improve students' vocabulary and pronunciation through repeated and meaningful use, but it also fostered teamwork, peer support, and leadership. The success of this program highlights the importance of interactive, student-centered teaching methods in language education—especially in settings like pesantren, where community values and mutual support are highly emphasized.



Figure 3. Snapshot Together

CONCLUSION

Community service focused on enhancing pupils' English speaking skills through activities. The English speaking class program in Singa Street, Number 2, Bonto Biraeng, Mamajang District, Makassar City, South Sulawesi worked smoothly and received positive comments; the students were excited and engaged in the activities. It is hoped that comparable, or even better, activities will be carried out in the future to aid in attempts to improve students' English language abilities. Students can prepare themselves as a generation ready to tackle the world of work and profession while also achieving personal growth and development.

Community service activities, such as developing speaking abilities, can be carried out on a regular basis at many sites to target students who require assistance and lack English fluency. It is also intended that each school will offer specific supplemental lessons to allow kids to grow and focus on their abilities. This ensures that education is equal and fair to all students.

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