

APPROVAL SHEET

This thesis by ELMINA NAILIL HUDA entitled THE IMPLEMENTATION OF COOPERATIVE LEARNING METHOD IN TEACHING ENGLISH AT SMAN 1 SUMBERREJO, BOJONEGORO has been approved by the thesis advisors and could be proposed to fulfill the requirement of graduated degree in English Teaching of Tarbiyah Faculty State of Islamic Studies Surabaya.

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Menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan penulis sendiri dan sepanjang pengetahuan penulis tidak berisi materi yang ditulis oleh orang lain sebagai persyaratan penyelesaian di perguruan tinggi ini maupun di perguruan tinggi lain kecuali bagian tertentu yang penulis gunakan sebagai acuan dengan mengikuti tatacara dan etika penulisan karya ilmiah yang lazim.

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Surabaya, 2012

Penulis

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ABSTRACT

Huda, Elmina Nailil. 2012. The Implementation of Cooperative Learning Method In Teaching English atSMAN 1 Sumberrejo, Bojonegoro. A Thesis. English Education Department, Faculty of Tarbiyah, State Institute of Islamic Studies SunanAmpel. Advisor I: Dr. Phil. KhoirunNi'am. Advisor II: Hilda IzzatiMadjid, MA.

Key word: Cooperative Learning Method, Teaching English.

The research questions of this thesis are how teacher implements cooperative learning in teaching English at SMAN 1 Sumberrejo, Bojonegoro. How students' responses to the implementation of cooperative learning in teaching English at SMAN 1 Sumberrejo, Bojonegoro are.

To answer those research questions, the researcher used descriptive qualitative method. The data are collected by using documentation, observation, interview, and questionnaire, and then analyzed by describing the data. This research is done by observing and interviewing the English teachers, then giving questionnaire to students. The teachers and students are the representation of each grade. They are grade X, grade XI, and grade XII. By doing the research, the researcher verifies, displays and analyzes the data inductively. The researcher analyzes how teachers implement cooperative learning based on the five characteristics of cooperative learning. They are: positive independence, individual accountability, face to face promotive interaction, appropriate collaborative skills, and group processing. Then analyzing students' responses based on the questionnaire.

The researcher concludes that teacher implements cooperative learning in teaching English through some techniques. The teacher of grade X uses pair group, and think pair share. The teacher of grade XI uses round robin brain storming, and number head together. The last, the teacher of grade XII uses group discussion, and jigsaw reading. They have implemented cooperative learning in teaching English well. The students' responses to the implementation of cooperative learning in teaching English at SMAN 1 Sumberrejo are very good, they enjoyed and are active during the lesson.

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CHAPTER I

INTRODUCTION

A. BACKGROUND OF THE STUDY

In the context of education and learning, language is a skill. It means students cannot master the language if they just learn the theory without practicing it. English is one of language subjects in Indonesian curriculum that must be learned by students in all grades. Students who learn English not only have to know the theory but also need to practice the language. So they can master it perfectly.

English is Indonesian foreign language, that's why sometimes Indonesian students have difficulties in learning English. In this case, teacher has big responsibility to help students understand the materials. Teaching method is one of important factors that help students understand the material easily. It needs to be considered in learning process so that the learning can be meaningful the methods used by teacher give effect for students' understanding. If teacher uses appropriate method, the students will be easy to understand the material. To create an effective English learning in class, teachers have to find a good strategy and make a well preparation.

Cambridge Advance Learner's Dictionary that "Strategy is a detailed plan for achieving success in situations such as war, politic, business, industry, and sport or the skill to planning for such situations".

According to Chien Kuo Lee in his journal "Language learning strategies as behaviors, steps, or techniques those language learners apply to facilitate language learning". By Chien Kuo statements we can conclude, what is meant by learning strategy is not only teacher's technique to transfer the materials, but also making sure that students can practice that language. The preparations that teachers need to do are establishing the materials, developing the lesson plan, managing the class, giving feedback and structuring the test.

Successful language learning in a classroom depends on a judicious blend of subconscious language acquisition and the kind of study activities we have looked at here.³

From that statement we can conclude that, not all strategies are appropriate to teach all materials in English subject. Sometimes teacher has to modify the strategy to get maximum result. The appropriate strategy has to facilitate students to practice their language. Arlberg suggested, as quoted by

³ Jeremy harmer, How to Teach English (England: Longman Press, 1998) 26

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¹Cambridge Advance Learner's Dictionary. Third Edition (New York: Cambridge University Press, 2008), 426.

² Chien kuo lee. An Overview of Language Learning Strategy. ARECLS, 2010, Vol.7, 136

Roy Killen that high quality learning are meaningful, deep in the sense, transformative, and meta cognitive.⁴

Meaningful means that the learning is connected to earlier knowledge and correspondent to the real needs of individuals' society and human kind. Deep in the sense of that justifications for knowledge are actively toughsafter, and consequences of knowledge are tested both theoretically and empirically. Transformative is over the earlier knowledge and expertise that can be used to solve real problems by reforming them and seeing them from different perspective. Meta cognitive is way of monitoring and promoting one's own learning achieved.

To achieve a high quality of learning process, teachers have to consider some aspects of high quality learning. Varieties of learning methods have been developed by linguistic educator all the time.

In traditional learning, teacher is the center of the learning process. Teacher transfers the knowledge and students just receive the knowledge, without any feedback from the students. In traditional learning, not all the aspects of learning process have been used maximally. Recent strategies for learning have been introduced. In these strategies, the center of the learning is students. Teacher here is a facilitator that gives instructions and guides students during the activity. The strategies are communicative learning

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⁴ Roy Killen, Effective Teaching Strategies: Lesson From Research and Practice, fourth edition, (United States: Thomson Social Science press, 2006). 4.

method, contextual teaching learning, collaborative learning, and cooperative learning. A strategy that focuses on student's independent learning activity is cooperative learning.

Today, cooperative learning becomes popular teaching method for every subject, including second language teaching. Many theories of cooperative learning have been developed by linguist. As cited by Steven in his book, the leaders of cooperative learning since the 1970s, Johnson, Johnson, and Holubec, offer the definition of cooperative learning that is a learning strategy by grouping students. Then teacher allows students to work together in the group independently to maximize their learning. When it is done well, cooperative learning can help students to learn better by interaction with their peers. From those statements we can conclude that if we can apply the cooperative learning strategy as good as possible, it can give good effect for student's ability.

Some educational workshops for teacher explain that cooperative learning is a good strategy that we can apply in learning process. The researcher believes that this strategy is well known for all teachers, but it does not guarantee that all teachers really understand how to use this strategy in

⁵Steven G. McCafferty, et.al., *Cooperative Learning and Second Language Teaching* (New York: Cambridge University press. 2006). 3.

⁶ R. Bruce William, Cooperative Learning: A Standard For High Achievement, (California: Cowin press, 2002).

learning process. So in this research, the researcher wants to do a research about how English teacher implements this strategy in learning process.

This research focuses on describing how teacher implements cooperative learning method in teaching English and what students' responses are. Cooperative learning method is a popular method today. This method allows students to learn independently in their group, teacher here functions as guide and facilitator. It's suitable with Indonesian curriculum today, School Based Curriculum (Kurikulum Tingkat Satuan Pendidikan, KTSP)

This research studies on the implementation of cooperative learning in teaching English. This research does not specify in teaching a skill, such as writing, reading, speaking, and listening. In senior high school, commonly teachers teach English as a subject. They do not specify English in some skills. Researcher will do research about cooperative learning method that has been implemented by teachers in teaching English.

The research is based on the characteristic of cooperative learning that will be explained in review of related literature. There are 9 strategies of cooperative learning commonly used by teacher, but here researcher does not specify on those strategies. This research is a qualitative research. The research is developed based on the situation in the school.

Researcher chooses SMAN 1 Sumberrejo because it is favorite senior high school in Bojonegoro. Most of alumni of this school are accepted at

some favorite state universities in Indonesia. The school claimed that they use cooperative learning method in their learning process.

Students and teacher of SMAN 1 Sumberrejo often wins some academic and non academic competition. One of them is the first winner of English speech competition of senior high school level in Bojonegoro. This school also becomes the first winner of PBL (Project Base Learning) Education Exhibition Competition in Bojonegoro. That is proven that SMAN 1 Sumberrejo has good achievement.

This school also ever gets a program of "peaceful world mission" presented by United State. This program is about 2 years ago. This program done by sent an English teacher (native speaker) that gives some insight and new perception of how to conduct English class. So the teacher and student here have been implement English learning by working in group and playing games. This learning method also related with cooperative learning.

B. STATEMENT OF THE PROBLEM

- 1. How does teacher implement cooperative learning method in teaching English at SMAN 1 Sumberrejo Bojonegoro?
- 2. How are the students' responses to the implementation of cooperative learning method in teaching English at SMAN 1 Sumberrejo Bojonegoro?

C. OBJECTIVES OF THE STUDY

The objectives of the study are:

- To describe how teacher implements cooperative learning method in teaching English at SMAN 1 Sumberrejo Bojonegoro.
- 2. To explain students' responses to the implementation of cooperative learning method in teaching English at SMAN 1 Sumberrejo Bojonegoro.

D. SIGNIFICANCE OF THE STUDY

By the end of this research, the researcher hopes this research can give advantages to head master, teachers, students, researcher and readers.

- For the teachers, the result of the study will contribute to the new perception and new method of teaching English using cooperative learning at SMAN 1 Sumberrejo Bojonegoro.
- 2. For the students, researcher, and readers, the result of the study is expected to be useful to enrich the insight and knowledge of the implementation of cooperative learning method in teaching English.

E. SCOPE AND LIMITATION OF THE STUDY

The scope of this study focuses on the implementation of cooperative learning method. There are many learning methods used in learning process.

One of them is cooperative learning. This method allows students to study and work in group to understand the material.

Cooperative learning can be used in teaching all subjects. In this research, the researcher limits this study on the implementation of cooperative learning method in teaching English.

F. DEFINITION OF THE KEY TERMS

1. Cooperative Learning

In his definition, Kessler explains that cooperative learning are group of learning activity organized, students' learning depending on the socially structured when they work together, sharing information between learners in group in which learner is responsible for his or her own learning and is motivated to increase the learning of others.⁷

In this research, cooperative learning means a method that teacher uses in learning process, including teacher's strategy to deliver the material based on cooperative learning method. In cooperative learning, students learn material and solve the problem together. Each student of the group has responsibility to participate in group working.

⁷ Carolyn Kessler, Cooperative Language Learning, A Teachers Resource Book (New Jersey; Practice Hall Regent. 1992). 8.



2. Teaching

Douglas Brown in his book said that teaching is guiding and facilitating, learning, enabling the learner to learn, setting the condition for learning.⁸

In this research, teaching means how the way teacher manages the class and delivers the materials so the students can receive the material easily. The teaching here means English teaching, the second language of Indonesia.

⁸H. Douglas Brown, *Principles of Language Learning and Teaching, Fourth Edition* (Longman: San Fransisco State University, 2000). 7.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. COOPERATIVE LEARNING METHOD

1. Learning Method

Many learning methods and strategies have been developed to get maximum result of learning process, including second language learning. In this point, the researcher will study about traditional learning method and cooperative learning method.

Traditional learning method is affected by behaviorists, Traditional teaching instructions focuses on grammatical rules, memorization of vocabulary and translations of texts. In traditional learning teacher is the center of learning. Teacher transfers the knowledge and students just receive the knowledge, without any feedback from the students. In traditional learning, not all the aspects of learning process have been used maximally.

Robinson state in his book about traditional learning method "Teacher conceives self as quiet set, demanding, concerned with subject matter and in getting specific tasks done".²

¹Dr. Tzu-Pu Wang. *The Journal of Human Resource and Adult Learning Vol. 3, Num. 2* (Department of Applied English, Kun Shan University, December 2007). 24.

²Robinson, R. D. Helping adults learn and change (Wisconsin: Omnibook Co. 1995). 57.

This statement means that teacher is the focus of the study. All of activities based on teacher's planning. A teacher plays an important role in the instructional activities. The teacher usually dominates and controls the activities of the whole class.

The teaching style of cooperative learning is affected by cognitive theory. The teaching style is highly student-centered.³

Robinson state in his book about cooperative learning method "Teacher conceives self as flexible, permissive, and interested in stimulating discussion and seeing other grows".⁴

This statement means that teachers' role in cooperative learning is flexible and permissive. Teachers are not the key of the study. They allow students to discuss and to learn from each other.

Look at table 2.1 to see more clearly about the comparison between Cooperative and Traditional Classrooms that is explained in some dimensions of learning process.

Table 2.1 Comparison between Traditional and Cooperative learning

Dimensions	Traditional Learning	Cooperative Learning
Teacher roles	Teacher-dominated, controller, and authority	Facilitator, observer, change agent, adviser, and supporter
Teaching activities	Focus on drills and practices as well as	Group discussion, work together

³Dr. Tzu-Pu Wang. The Journal of...24.

⁴Robinson, R. D. Helping adults...57.

	memory and review of knowledge	effectively, and teamwork skills
Interaction	Negative interdependence One-way transmit	Positive interdependence Two-way communication
Evaluation	Emphasis of learning outcomes	Emphasis of both learning process and outcomes

Source: The Journal of Human Resource and Adult Learning Vol. 3.5

By table 2.1 we can see clearly the differences between traditional learning method and cooperative learning method.

2. Definition of Cooperative Learning Method

Cooperative learning is approach which involves pairs and small group learners in the classroom. This approach gathers to learn and solve problems in groups or pairs.

Olsen and Kagan defined cooperative learning as quoted by Richard and Rodgers:

Cooperative learning is group learning organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning is motivated to increase the learning of other.⁶

From this statement we can conclude that cooperative learning is students learning in group, where the learning process is based on the

⁵Dr. Tzu-Pu Wang. *The Journal of...*25

⁶ Jack. C Richard, et.al., Approaches and Method in Language Teaching, Second Edition (New York: Cambridge University Press. 2001). 8.

members of the group. They can activate the group learning by sharing information of each member. So it can motivate learning process and decrease students' anxiety.

Definition of cooperative learning particularly in language learning context offered by Kessler:

Cooperative learning is a within-class grouping of students usually of differing levels of second language proficiency, who learn to work together on specific tasks or projects in such a way that all students in the group benefit from the interactive experience.⁷

From this statement the researcher can conclude that in second language learning usually students have different level of language, but by working in group they can stay together to learn the material and have interactive communication. So they got much benefits of this process.

In cooperative learning method, students work together in four or five members' team to master the material that has been presented by teacher. So, the teacher just presents the material to the whole class. Then the students learn more to master the material in group with their friends.

⁷Carolyn Kessler, Cooperative Language Learning, A Teachers Resource Book (New Jersey; Practice Hall Regent. 1992). 10.

⁸Slavin, Robert, E. Cooperative Learning: Theory, Research And Practice, Second Edition (USA: Allyn and bacon, 1995) 4.

Johnson and Johnson also said that students are the center of learning.9 They learn actively and independently in group. It's more effective than learning teacher centered. In cooperative learning, teacher functions as facilitator rather than instructor. Through cooperative learning, students share their idea and solve the problem together to reach the goal of the group. So, indirectly it can increase students' personal and social development.

From the perspective of second language teaching, McGroarty offers six learning advantages for ESL students in cooperative learning classrooms. 10 They are increasing frequency and variety of second language practice through different types of interaction, supporting cognitive development, increasing language skills, integrating language with context instruction based, giving opportunities including variety materials to stimulate language as well as learning concept, helping new teacher who has limited skills in learning, and giving opportunities for students to act as resources for each other. Thus, it helps them to increase their motivation in learning.

⁹ Johnson, D.W, et.al. Cooperative Classrooms, Cooperative Schools, Cooperative Learning Centre (New York: University of Minnesota, 1988). 11.

10 Jack. C Richard, et.al., Approaches and Method... 4.

3. Characteristic of Cooperative Learning

Cooperative learning method differs in many ways but they can be categorized according to some characteristics. There are some theories about the characteristics and typologies of cooperative learning offer by some linguists.

a. Johnson, Johnson and Smith

Johnson, Johnson and Smith have characterized cooperative learning into five basic elements. They are positive independence, individual accountability, face to face promotive interaction, appropriate collaborative skills, and group processing.¹¹

Positive independence means that the achievement of group's goal depends on all members of the group. The members have to collaborate and support each other. It's a good strategy to solve the problem and achieve the goal of the group.

All members have individual accountability when they work in group. In cooperative learning, each member has unique information needed to achieve the goal. So, it doesn't depend on some members, but all members have to participate.

In face to face promotive interaction, students are shown how to help each other to overcome problems and complete whatever task

¹¹D. R Johnson, et.al., Active Learning: Cooperation in the Collage Classroom (Edging Mn; Interaction Book Company, 1991).

has been assigned. This may involve peer tutoring, temporary assistance, exchanging of information and material, challenging of each other's reasoning, feedback, and encouragement to keep one another highly motivated.

When students work in group, there are some students with different characteristic and mind set. They sit together to achieve the goal's group. Some differences will appear, such as different opinion, individual conflict etc. Cooperative learning offers appropriate collaborative skills that allow students learn to face those problems. So, indirectly they learn some social skills, such as human organizing, leadership, decision making, trust building, and management conflict.

Teacher has to pay attentions to group processing. The goals of the group are based on the group members. That's why, not only group members' arrangement that should be considered, but also the effectiveness of the group. So, it's possible to rearrange the group members to get more effective group working.

b. Robert E. Slavin

Robert E. Slavin in his book has characterized cooperative learning in six principles characterized. They are group goals,

individual accountability, equal opportunity for success, task specialization, team competition and adaptation to individual needs. 12

Most of cooperative learning methods use some forms of group goals. In the students' team learning method, these may be certificates or other recognition given to teams, which meet a preset criterion.

Individual accountability is achieved in two ways. First is to have group scores. The group score is taken from the sum or average of individual quiz score or other assessments. Second is given each student a unique responsibility for part of group task, so they have to join in group work to finish the task.

A unique characteristic of the cooperative learning method is the use of scoring methods that ensure all students to have an equal opportunity to contribute to their teams. So the students have equal opportunity of the group success.

A key element of jigsaw, group investigation, and other task specialization methods is the assignment of a unique subtask to each group member. Each member of the group has different subtask that has to learn and share. So they have to do it by their self, they can not depend on other members.

¹²Slavin, Robert. E. Cooperative Learning: Theory...12.

Team competition also needs in cooperative learning activity to make the activity a live. The last is adaptation to individual needs.

Slavin gives note that not all these characteristics must be included on all cooperative learning strategies.

4. Implementation of Cooperative Learning Method in Teaching English

Some techniques of cooperative learning were developed in teaching all subjects. For second language learning, there are some techniques that were developed based on the characteristic of cooperative learning method. These techniques are Jigsaw, STAD, CIRC, TGT etc.

a. Jigsaw I

Jigsaw is one of cooperative learning techniques designed by Aronson, Blaney, Stephan, Sies and Snapp (1978). ¹³ In this technique, students are divided into some groups (example four groups). Each group is given different topic that they have to master. Each group delegates a member to another group (different group), to teach the group's own material.

In jigsaw I technique students firstly work in homogenous group with same material. Then they divided into heterogeneous group, in which every member has different material to be shared. In

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¹³ Steven G. McCafferty, et.al., Cooperative Learning and Second Language Teaching (New York: Cambridge University press. 2006). 186.

this technique students have to understand well the material and join in active discussion in homogenous group as a preparation to join in heterogeneous group.

b. Cooperative Integrated Reading and Composition (CIRC)

Slavin (1995) and his colleagues at Jones Hopkins University offer recently technique of cooperative learning. They designed Cooperative Integrated Reading and Composition (CIRC). 14 This technique focuses on reading activity. Students are divided into two main groups with different topic of reading. The member of the group is heterogeneous. Teacher teaches vocabulary and reading comprehension skill. Then teacher divided the students into small group. The members of the small group consist of two students from the first main group and two students from the second main group.

c. Teams Games Tournament (TGT)

Teams games tournament technique introduced by Robert Slavin, is used as a tool to motivate students to help one another learn content taught by teacher. 15

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¹⁵Steven G. McCafferty, et.al., Cooperative Learning ... 194.

¹⁴ Steven G. McCafferty, et.al., Cooperative Learning ...15.

In this technique, teacher gives materials of a topic to all students. Then students study and discuss the topic in their group. After finished each member of the group leaves the group orderly and goes to tournament table with other students from other groups. Here, the member takes a turn to answer the question on the content studied that has been made by teacher. Each question has a point. Students earn point based on how many questions they answer correctly. Then group earns point based on the average point of group members.

By this technique, students learn through game. But they have to master the materials to answer the question and got more points. Here, students play peer tutoring where upper students help lower students.

d. Students Teams Achievement Divisions (STAD)

STAD is one of simple cooperative learning technique that is introduced by Robert Slavin. It consists of five major components class presentation, teamwork, quizzes, individual's improvement score, and team recognition.¹⁶

The technique of STAD is almost similar with TGT. The differences are in STAD technique the quizzes are given individually, they are forbidden to help each other, and even they are in the same

¹⁶Steven G. McCafferty, et.al., Cooperative Learning ...78.

group. Then the score of the quizzes is compared with past achievement to know students' improvement score. Teacher record the group improvement score, the best improvement will get a certificates.

e. Think-Pair-Share

Think pair share is a cooperative learning technique introduced by F. T. Lyman in 1992.¹⁷ In this technique student does active listening and speaking in a pair group, and then they join in larger group. By this technique students feel more comfortable about responding in a large group setting after they have worked in pair group.

Think Pair Share gives opportunity to students to think individually first, then work in pair. It has three steps. During the first step, students are given time to think silently about a question given by teacher. There is no talking during think time.

In the second step, students are divided in pair, and then they exchange ideas. Each student gives question and response. In the third step, after each member of each pair has responded, the pairs share their responses with other pairs, other teams, or the entire group.

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¹⁷Steven G. McCafferty, et.al., Cooperative Learning ... 98.

Kagan also offered some learning techniques of cooperative learning.

They are jigsaw II, round robin brainstorming, three minutes review, numbered head together, and team pair solo. 18

a. Jigsaw II

Jigsaw II is learning in group with five students. Each group member keeps one material to learn and to share to their group members. They do it by role play, until all members of the group get and understand all materials.

Jigsaw II is different with jigsaw I. Here, students neither join in homogenous nor heterogeneous group. They just work in a group, but each member has unique material to learn and teach in his own group.

b. Three Step Interviews

Three Step Interview is one of cooperative learning strategies which consist of three steps. Here, the students work in a group. During the group each member of the group chooses another member to be a partner then they work in pair (ex: student A and student B). The first step, student A interviews student B. Second step, they change the role, student B interviews student A. The last step, students share their partners' response with the group.

¹⁸ S. Kagan, Coperative Learning (San Clamente, CA, 1992). 30-36.

c. Round Robin Brainstorming

Round Robin Brainstorming is speaking learning technique. Teacher groups students which consist of 4 to 6 students, and then chooses one student to be writer. Teacher gives a question with many answers then students are given time to think the answer and argument. The writer writes down the answers of the group members. The student next to the writer starts to speak and each person in the group takes a turn to give their opinion in order until time is over.

Each member of the group takes a turn to speak. The speaker should stand up while speaking. The turn to speak passes around the group for many rounds as possible. The last of activity, on group member asks to share in class what the result of their group discussion.

d. Three minute review

In this technique, teacher teaches in front of class and students work in groups. Teachers stop any time during a teaching or discussion and give groups three minutes to review what has been said, ask clarifying questions or answer questions.

In this technique students have to pay attention to the teacher during learning, and note some important things that ask by teacher.

e. Numbered Heads Together

In Numbered Heads Together technique, teacher identifies members of the group by numbering (example: 1, 2, 3, and 4). Teacher

gives a question for all students, and then they work individually first. After that, they share their answer to the group by doing this. So that, many different answers may appear, then the group discusses to get the best answer as a group answer. Finally teacher chooses a number (the number of group members, 1, 2, and 3). When a number is chosen, students with that number report and explain their group's work.

In number heads together technique, all students have to think about the question and help their friends in a group to understand the process behind the group answer. When a number is chosen to give answer and explain, other students with the same number will evaluated the answer. Next, the whole class discussed which answers were good, and the reason of the answers.

f. Team Pair Solo

In Team Pair Solo, students do assignment first as a team, then with a partner, and finally on their own. It is designed to motivate students to do more things by being helped from other students (mediation) then they can do the assignment by them self.

By this technique hopefully students are more confident to work individually after discussing in group working. They will learn from their friends first then do it by them self.

There are other strategies of cooperative learning that have been used in English learning. Teacher can create other strategies based on cooperative learning approach and combined with teacher's creativity.

B. REVIEW OF PREVIOUS STUDY

Much research about cooperative learning method in teaching English has been done. The first research entitled "A Study on Cooperative Learning Applied in English Class at TK Bhayangkari Pamekasan Madura" has been done by Novia Indriyani in 2007. The researcher explained about the implementation of cooperative learning at TK (Kindergarten School) related to the teaching English for young learners (EYL).

The second research entitled "The Implementation of Cooperative Learning in Reading Comprehension at the First Year Student of SMAN 1 Krasan Probolinggo" has been done by Nunik Rahayu Siami in 2008.²⁰ The researcher explained about how the implementation of cooperative learning in reading comprehension and the research focuses on the reading skill.

The third research entitled "Using Jigsaw Technique to Improve the Students Speaking Competence at SMA HANG TUAH 2 Sidoarjo" has been

¹⁹NoviaIndriyani, Unpublished Thesis: A Study on Cooperative Learning Applied in English Class at TK BhayangkariPamekasan Madura (Malang: University of Muhammadiyah Malang, 2007).

NunikRahayuSiami, Unpublished Thesis: The Implementation of Cooperative Learning In Reading Comprehension at the First Year Student of SMAN 1 KrasanProbolinggo(Malang: University of Muhammadiyah Malang, 2008).

done by Fatihatul Asylihah in 2009.²¹ In this research, she focused on the use of jigsaws technique implemented in the teaching speaking and how the students' response. She also researched about the progress of students' speaking skill by the implementation of the jigsaw technique. She used observation and questionnaire.

The fourth research entitled "The Implementation of Contextual Teaching and Learning Method in Improving Students English Speaking Skill at Senior High School of Al Falah Sumbergayam, Kadur, Pamekasan" has been done by Moh. Hafidzin 2010.²² In this research, he focused on evaluating the implementation of CTL in improving English speaking skill. He used descriptive qualitative, and the data by class observation, interview, and documentation.

The fifth research entitled "The Implementation of STAD Modeled-Cooperative Learning to Improve Reading Comprehension at X Grade in SMA Muhammadiyah 2 Sidoarjo" has been done by Heni Kuncah Diana in 2011.²³ In this research, the researcher has done a research about cooperative learning especially in STAD technique. The researcher used Classroom

²²Hafidz.Moh. Unpublished Thesis: The Implementation of Contextual Teaching and Learning Method in Improving Students English Speaking Skill at Senior High School of Al FalahSumbergaya, Kadur, Pamekasan. (Surabaya: State Institute for Islamic Studies SunanAmpel Surabaya, 2010).

²¹FatihatulAsylihah, Unpublished Thesis: Using Jigsaw Technique to Improve the Students Speaking Competence at SMA HANG TUAH 2 Sidoarjo (Surabaya: State Institute for Islamic Studies SunanAmpel Surabaya, 2009).

²³HeniKuncah Diana, Unpublished Thesis: The Implementation of STAD Modeled-Cooperative Learning to Improve Reading Comprehension at X Grade in SMA Muhammadiyah 2 Sidoarjo(Surabaya: State Institute of Islamic Studies SunanAmpel Surabaya, 2011).

Action Research method and collected the data by observation, questionnaire, documentation and test. Here, the researcher applied STAD technique and analyzed the effective of this technique to improve reading comprehension.

The last research entitled "Using Cooperative TGT (Team Game Tournament) to Improve Students' Competence in Writing Descriptive Text at the First Grade of SMA GEMA 45 Surabaya" has been done by Nur Asyiyah in 2011.²⁴ The researcher used qualitative design. She got result of the study by analyzing the data and making description of the data based on the theory.

Over all, this research will be different from the studies above. In this research, the researcher would like to describe the implementation of cooperative learning method in teaching English. This research is about teaching English as a subject. Researcher does not specify in teaching of particular skill such as listening, speaking, reading, and writing. Researcher does not specify in particular teaching technique of cooperative learning. Beside that, researcher wants to explain the students' responses to the implementation of cooperative learning in teaching English.

²⁴NurAsyiyah, Unpublished Thesis: Using Cooperative TGT (Team Game Tournament) to Improve Students' Competence in Writing Descriptive Text at the First Grade of SMA GEMA 45 Surabaya (Surabaya: State Institute of Islamic Studies SunanAmpel Surabaya, 2011).

CHAPTER III

RESEARCH METHOD

The important thing of doing research is research method. This is the level how the researcher gets the data and analyzes the data. The data should be valid, reasonable, and reliable.

A. RESEARCH DESIGN

This research uses descriptive qualitative research. The researcher does research on the direct object without changing anything. Bodgan and Taylor state that the qualitative is a research procedure that produces a descriptive data such as written and oral words of people or direct object.¹

Sugiyono also said in his book that qualitative research method is a research method used to study natural object where the researcher is the key instrument. In addition, the researcher collects the data compositely, analysis the data inductively, and the result of the research is stressed on meaningfulness.² Furthermore in this research, the researcher collects the data of natural object and does deep interview to get meaningful result.

This research uses qualitative descriptive design, because the research problem is about the implementation of cooperative learning at SMAN 1

LaxyMoleong J, MetodologiPenelitianKualitatif, (Bandung: RemajaRosdakarya, 2002). 3.

² Prof. Dr. Sugiyono. MemahamiPenelitianKualitatif, (Bandung: Alfabeta, 2010). 1.

Sumberrejo. The researcher does the research of how teacher implements cooperative learning in teaching English. The researcher takes the data from natural object, without changing anything. Researcher will describe all information and data.

B. SETTING OF THE STUDY

This research took place at SMAN 1 Sumberrejo Bojonegoro. The place of the research is Jl. Raya No. 131 Sumberrejo Bojonegoro. This is one of favorite state senior high schools in Bojonegoro. SMAN 1 Sumberrejo has good academic and non academic achievement. The students often win some competitions and most of graduated students of this school are accepted at favorite state universities in Indonesia.

The objects of this research are English teachers and students of SMAN 1 Sumberrejo, Bojonegoro. The first object is the English teacher; it is to get data about how the implementation of cooperative learning in teaching English. There are 5 English teachers that teach 3 different grades. The researcher took 3 English teachers as informant of this research. They represent English teacher of Grade X, Grade XI, and Grade XII.

The second object is the students of SMAN 1 Sumberrejo, it is to get the data about how students response to the implementation of cooperative learning in teaching English. There are 25 classes on SMAN 1 Sumberrejo for 3 grades. They are 9 classes for Grade X, 8 classes for Grade XI, and 8 classes

for Grade XII. The researcher chooses one class of each grade. It's based on teacher recommendation. So, the objects of the research are X4, XI IPS 4, and XII IPS 1. The numbers of the students are 32 students of Grade X, 30 students of Grade XI, and 30 students of Grade XII.

C. DATA AND SOURCE OF DATA

The data that researcher needs are:

- 1. English lesson plan.
- 2. Teachers' effort in implementing cooperative learning.
- Student's response to the implementation of cooperative learning method in teaching English.

Source of Data

- 1. English teachers and students of SMAN 1 Sumberrejo Bojonegoro.
- 2. English teacher's lesson plan.
- 3. Teachers' implementation of cooperative learning in teaching English.

D. DATA COLLECTION TECHNIQUE

1. Procedures to Collect the Data

a. Preparation Steps

Preparation step is the first step which is done before doing the research

1) Making the research proposal.

- 2) Determining the research setting and subjects. The researcher has chosen the research at SMAN 1 Sumberrejo and the subjects are English teachers and students at SMAN 1 Sumberrejo Bojonegoro.
- 3) Doing primary research to get primary information of the subject.
- 4) Making research instrument. The instruments are observation checklist, interview guide, field note, and questionnaire.
- 5) Getting the research permission letter.

b. The Research Implementation Steps

- The researcher does class observation of implementation of cooperative learning in teaching English. Then researcher takes some field notes.
- 2) The researcher interviews the teacher about the implementation of cooperative learning in teaching English.
- 3) The researcher distributes questionnaire to the students, to know students' responses to the implementation of cooperative learning in teaching English.

c. The Last Steps

Analyzing the data of class observation and interview, the researcher analyzes the data by using some procedures to know the result of students' test. Some procedures are explained in data analysis technique.

2. Techniques to Collect the Data

To collect the data appropriately, it needs to use the appropriate technique and instrument. The researcher uses some techniques to collect the data. They are:

a. Observation

Observation is investigated and noticed systematically to indicate the event that appears in the research object.³ This observation is to observe the implementation of cooperative learning in teaching English.

This method is the first method that researcher uses to identify the problems and arranges the research topic. By using observation technique, the researcher knows real condition of the research field including school, teachers, and students. So, the researcher can make a description about English learning process at SMAN 1 Sumberrejo Bojonegoro.

b. Interview

This interview technique is used to get information from teachers and students of SMAN 1 Sumberrejo Bojonegoro. In this technique, the researcher wants to know the opinion from the teachers and students about the implementation of cooperative learning method in teaching English at SMAN 1 Sumberrejo Bojonegoro.

³Margono, Methodologi Penelitian Pendidikan (Jakarta: Rineka Cipta, 1997). 158.

c. Documentation

Documentation technique is part of collecting data by learning data that were documented. In this technique, the researcher investigates the written document such as a book, magazine, document and etc.⁴

The researcher uses this technique to collect some files that are needed for this research, such as lesson plan. And show the real condition of the object by show the picture of the activity.

3. Research Instrument

Some instruments that the researcher uses to support the data collection technique are:

a. Observation checklist

To collect data from observation technique, the researcher makes an observation checklist to make sure that the data are reliable. The observation checklist is made based on the theories of cooperative learning method, including some characteristics and components of cooperative learning method.

b. Field note

The researcher uses field note to write some phenomena that happen in the studies that are not included in observation checklist.

⁴SuharsimiArikunto, *ProsedurPenelitianSuatuPendekatanPraktek* (Jakarta: RinekaCipta, 2002). 206.

It is used to get more specific data that researcher needs to make summary.

c. Interview guide

For interview technique, the researcher structures interview guide to help interview process. So the question will be focused on the topic and the researcher can get all the data that she needs. The question is about cooperative learning and its implementation in teaching English. It will be structured based on 5W- 1H: what, where, when, why, which, and how.

d. Questionnaire

This instrument is used to collect the data about students' response to the implementation of cooperative learning in teaching English. The question will consist of students' opinion and feeling to the implementation of cooperative learning method.

e. Digital camera/ audio recorder

To figure out some phenomena that happen in the school, the researcher uses descriptive explanation. The data are supported by some photos and videos, to show the reader the real situation in the classroom.

E. DATA ANALYSIS TECHNIQUE

Bogdan states about the data analysis technique in qualitative research, as quoted by Sugiyono that data analysis is the process of systematically searching and arranging the interview transcripts, field notes, and other materials that we accumulate to increase our own understanding of them and to enable us to present what we have discovered to others. By that statement we can conclude that data analysis accumulates the data from data collection technique, then makes a description to show the result of this research.

Another theory is offered by Miles and Huberman (1984). They said that data analysis in qualitative research is done interactively and continually until we got all of the data. Then researcher's analysis is based on these following steps: data reduction, presentation, and verification. The first is data reduction. This is done by determining conceptual framework, determining problems of research from observation and interview, then making a simple summary.

The second is data presentation. This is done by displaying the data that have been found from reduction step. Researcher will display it in narrative text, graphics, diagram etc. to make easy for researcher to read and make a conclusion.

⁵ Prof. Dr. Sugiyono. MemahamiPenelitianKualitatif... 88.

⁶Prof. Dr. Sugiyono. MemahamiPenelitianKualitatif...91.

The third is verification and drawing conclusion, by making temporary summary from the process above. The summary is the temporary answers of some research problems that researcher gets from observation, interview, and documentation technique. The temporary summary always needs verifications till the end of the research. At the end of verifications, the researcher makes a final conclusion of this research.

The last analysis is for questionnaire technique. This data is to answer second research problem and to support the final conclusion of this research. After getting the result of the questionnaire, the researcher calculates the frequency of each response (optional formation) of every question by using the formula below:

$$\frac{F}{N}$$
 x 100

F = number of students who choose each response (optional formation)

N = total number of students

By the result of this formula, the researcher can find out the frequency percentage of each response more clearly. Then, the researcher does qualification of the result of this formula. The qualification here means that the researcher explains the data in descriptive qualitative form of students' responses to the implementation of cooperative learning method in teaching English at SMAN 1 Sumberrejo Bojonegoro.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. DESCRIPTION OF SMAN 1SUMBERREJO

In this chapter, the researcher will explain the data as the result of observation, interview and documentation techniques of the profile of SMAN 1 Sumberrejo, Bojonegoro. Those data which have been reduced and verified will be displayed in descriptive form which is appropriate to be discussed in this chapter.

1. Location of SMAN 1 Sumberrejo

SMAN 1 Sumberrejo is the only one state senior high school in Sumberrejo district. The school was built on 1980. It takes place on JL. Raya No. 131 Sumberrejo, Bojonegoro. SMAN 1 Sumberrejo always increases their quality. Now it becomes National Standard School (Sekolah Standar Nasional, SSN) with A grade for school accreditation.

2. Profile of SMAN 1 Sumberrejo

Visions of SMAN 1 Sumberrejo are

"Discipline, Excellence on Performance, Good Behavior, and Environmental Awareness".

Missions of SMAN 1 Sumberrejo are:

- Creating discipline on school regulation, learning process and school administration.
- Motivating and helping students to identify their self potential, so they can develop it optimally in reaching good achievement.
- Implementing management participation by involving all aspect of the school.

a. Society Interest

Today, parents' awareness to give good education for their children is increasing all the time. State school is still a favorite choice for parents. They believe that state school must have good quality in learning process and school facilities. Most of parents and students want to join in state senior high school including SMAN 1 Sumberrejo. There are many state senior high schools in Bojonegoro, they are ranked in Bojonegoro. SMAN 1 Sumberrejo is at the third position of 32 state senior high schools in Bojonegoro. That's why parents and students choose SMAN 1 Sumberrejo.

b. School's Achievement

As a school that focuses on motivating student to reach best achievement and showing school existence, SMAN 1 Sumberrejo

often joins school competition in Bojonegoro and East Java region. There are 18 championships reached by SMAN 1 Sumberrejo within a year (March 2011 until June 2012). One of them is the first winner of PBL (Project Base Learning) Education Exhibition Competition in Bojonegoro.

c. Place of Teaching and Learning

The same as other schools, learning process of SMAN 1 Sumberrejo takes place on a class. Every class consists of 30 – 32 students. For English subject sometimes teacher also uses a language laboratory as a place for learning process especially for listening skill.

3. Structure of Organization in SMAN 1 Sumberrejo

A school has internal and external component that supports the establishment of the school. Like in other organizations, school is also structured based on the obligation and the authority of each component. That also shows the relationship between each component. The structure of school organization can be seen in appendix I of this research report.

4. Teacher in SMAN 1 Sumberrejo

Most of the teachers in SMAN 1 Sumberrejo are civil servant teacher (Pegawai Negeri Sipil, PNS). There are 42 teachers who teach 20 subjects. There are 5 teachers who teach English. They are:

Table 4.1 List of English Teacher

Teacher's name	English Teaching
Drs. AmriPriyanto	Grade XII
2. Yahyudi Arafat, S. Pd	Grade XII
3. ArambanaPalupi P. A., S. Pd	Grade X and Grade XI
4. CiptoRoso, S. pd	Grade XI
5. FitriKurniawati, S. Pd	Grade X

From the Table 4.1 we can see that the teacher teaches in different grade. In this research, the researcher chooses 3 teachers as representative of 3 grades. The researcher chooses Drs. Amri Priyanto as data informant for Grade XII, Arambana Palupi P. A, S. Pd as data informant for Grade XI, and Fitri Kurniawati, S. Pd as data informant for Grade X. the three teacher has chosen are the recommendation of the head master based on teacher's achievement.

5. Students of SMAN 1 Sumberrejo

There are 911 students in SMAN 1 Sumberrejo are distributed on 25 classes. There are 9 classes on Grade X, 8 classes on Grade XI, and 8 classes on Grade XII. In this research, the researcher took one class of every grade,

so there are 3 classes as the object of this research. The classes are chosen based on teacher's recommendation.

As the representation of Grade X, the researcher choose grade X4. It is based on the information from the English teacher, Fitri Kurniawati. The teacher said that this class has good response in learning English, that's why the students of this class are appropriate to be an object of the implementation of cooperative learning in teaching English.

As the representation of Grade XI, the researcher choose XI IPS 4 grade. It is based on the information from the English teacher, Arambana Palupi. The teacher said that this class has good achievement of English subject, that's why the students of this class are appropriate to be an object of the implementation of cooperative learning in teaching English.

As the representation of Grade XI, the researcher choose XII IPS 1 grade. It is based on the information from the English teacher, Amri Priyanto. The teacher said that this class has good achievement of English subject, that's why the students of this class are appropriate to be an object of the implementation of cooperative learning in teaching English.

B. RESEARCH FINDING

1. Teaching Implementation of Cooperative Learning in teaching English

To describe teaching implementation of cooperative learning in teaching English the researcher used interview technique. The interview has

been done by three specific subjects. They are three English teachers who represent each grade at SMAN 1 Sumberrejo. The researcher chooses a teacher of each grade because the researcher wants to know the implementation of cooperative learning in each grade. It's to help researcher describe the implementation of cooperative learning in teaching English by describing it in specific grade.

Those 3 teachers are Drs. Amri Priyanto, Arambana Palupi P. A, S. Pd, and Fitri Kurniawati, S. Pd. The researcher makes an appointment to do a deep interview with each teacher. The deep interview does in several times to get much data of the implementation of cooperative learning in teaching English. The detail of interview guide can be seen in appendix II of this research report.

a. First Interview

Table 4.2 First Interview Object

No	Object	Date	Time	Place	Activities	
	FitriKurniawati,				Observation	
	S. Pd	July 25 th , 2012	25 th ,	09.30	SMAN 1	and
1	(Grade X			WIB		interview
	English			WID	Sumberrejo	first key
	teacher)				informant	

The interview has been done before the teacher teaches in Class X4. The teacher is one of teachers who implement cooperative learning in her teaching method.

She uses two cooperative learning strategies. They are pair work and think pair share.

"Kalau untuk kelas X saya menggunakan yang simple saja, biasanya saya pake pair group dan think pair share".

For Grade X, I use the simple one. Usually I uses pair group and think pair share.

Teacher implements pair group for the Grade X. Because it is the simple one, usually students in Grade X are still new students in the school.

"Untuk kelas sepuluh, saya sering menerapkan pair group. Karena mereka masih baru, jadi sedikit susah kalo langsung disuruh kerja kelompok, jadi untuk materi-materi awal saya latih dulu dengan pair group".

For Grade X, I often implement pair group. They still new student, it is bit difficult if they work in group. So for teaching early material I uses pair group.

Teacher also uses think pair share in teaching English.

"Jadi selain pair group, saya juga menerapkan think pair share. Jadi saya kasih pertanyaan yang sama kepada seluruh siswa. Kegiatan awal mereka bekerja sendiri, kemudian sharing berpasangan dengan teman sebangku. Terakhir, mereka sharing dengan teman yang lain, membentuk kelompok yang terdiri dari dua pasang atau empat siswa. Setelah itu mereka membuat rangkuman dari hasil diskusi masing-masing kelompok".

Beside pair group, I also implement think pair share technique. I give same question to all students. Firstly, they work individually, and then share in pairs. After this, they share with other pairs, make a group consists of 2 pairs or four students. Finally, they make a summary of their group discussion.

Teacher uses cooperative mostly in speaking activity. There are no specific materials in using cooperative learning method.

"Kalau materinya, gak ada materi khusus untuk penggunaan metode ini. Saya menggunakan metode ini saat materinya memungkinkan, jadi saya tidak mengkhususkan penggunaan metode ini pada materi tertentu".

About the material, there is no specific material in using this method. I use this method when the material is suitable, so I do not specify in using this method in certain materials.

In grouping students, teacher just divides based on students' seat, and sometimes ask students to count their self.

"Kalau pembentukan kelompoknya, biasanya dengan teman sebangku saja. Kadang untuk memberikan variasi, saya bentuk kelompok dengan berhitung".

In grouping students, student works with her/his tablemates. Sometimes to give variation, I group students by counting.

b. Second Interview

Table 4.3 Second Interview Object

No	Object	Date	Time	Place	Activities
2	ArambanaPalupi P. A, S. Pd (Grade XI English teacher)	July 23 rd , 2012	08.00 WIB	SMAN 1 Sumberrejo	Observation and interview first key informant

The interview has been done before the teacher teaches in XI IPS 2 class. The teacher is one of teachers who implement cooperative learning in her teaching method.

She uses two cooperative learning strategies. They are round robin brain storming and number head together.

"Saya kurang tau apa namanya, mungkin itu sedikit mirip dengan strategi roundrobin tapi sedikit di modifikasi dan kadang pake strategi number head together".

I do not really know what the name of the technique. It may similar with round robin technique, but I do little modification. And Sometimes I also use number head together technique.

The teacher used round robin brainstorming in teaching genre of text, such as a narrative text, but she modifies the rules of students. Here students do not give an answer or opinion, but they have to remind some sentences.

"jadi siswa dikelompokkan dulu, kira-kira 6 sampai 8 siswa perkelompok. Kemudian saya membagi sebuah teks narrative menjadi 6-7 bagian, kemudian potongan-potongan itu saya tempel di beberapa tempat di sekeliling siswa. Disini tugas dari masing-masing kelompok tersebut, menyusun bagian-bagian teks tadi menjadi satu. Peraturannya adalah memilih salah satu anggota kelompok untuk menjadi notulen. Sedangkan yang lainnya, masing anggota bertugas menghafal beberapa kalimat dari bagian narrative yang sudah di tempelkan tadi. Nah nanti anak-anak menghafal kalimat kemudian menyetorkannya pada notulen tadi. Setelah selesai semua, baru mereka mendiskusikan susunan yang tepat untuk teks naratif tersebut".

So, grouping the students first, each group consists of 6 up to 8 students. Then I choose one narrative text and cut it into 6-7 pieces. Then I stick each piece in some places around the students. Here the job of each group is arranging the pieces of the text to the complete one. The rules are, firstly the group chooses one member as notes to take some note, and the other students have a job to remind some sentences of narrative text that has been stuck before. The members of the group remind their own sentences and the notes write down. After that they discuss the rearrangement of the sentences became a paragraph.

The teacher also used number head together in teaching listening, such as a dialogue, but she modifies the rules of students. Here teacher does not give a question, but students fill the blank based on the dialogue, they work individually first, then share with their friends in a group.

"Strategi number head together juga saya coba terapkan pada pembelajaran listening. Khususnya untuk listening dengan kalimat yang panjang. Pertama siswa di bentuk kelompok-kelompok, 3-4 siswa perkelompok. Setiap anggota kelompok akan diberi nomor panggilan 1, 2, 3, dan 4. selanjutnya, mereka akan mendengarkan sebuah dialog, dan tugas mereka adalah mengisi titik-titik yang kosong dalam dialog tersebut. Setelah dialog diputar 3 kali berturut-turut, selanjutnya masing-masing kelompok akan mendiskusikan jawabannya. Setelah itu, saya panggil satu nomer, kemudian masing-masing nomor dari semua group akan berdiri dan membacakan hasil diskusi dari temanteman kelompoknya".

I have tried to implement number head together in teaching listening skill, especially in teaching listening for long sentences. Firstly, grouping the students, each group consists of 3-4 students. Each member of the group is given a number: 1, 2, 3, and 4. Then, they will listen a dialogue, and their job is filling the blank of the dialogue. After the dialogue has been played three times, then each group will discuss the answers with the members of the group. After this, I call a number. Then each number of the group has to stand up and present their result of their group discussion.

Teacher does not use cooperative learning for all materials. She often uses cooperative learning in teaching genre of text, such as narrative text and procedure text.

"Saya mengunakan technik coorperative learning pada saat pembelajaran dengan materi —materi tentang teks, seperti narrative dan procedure. Akan lebih mudah mengajarkan materi tersebut dengan kerja kelompok".

I often use cooperative learning technique in genre text material, such as narrative text and procedure text. It is Easier teaching by group working.

Teacher is groups' students randomly.

"Untuk pemilihan kelompoknya, saya biasanya hanya mengacaknya atau dengan berhitung".

In grouping students, I just choose them randomly or just do students' self counting.

Teacher's purpose of the implementation of cooperative learning is to give variety in teaching English.

"Tujuan saya menerapkan strategi ini untuk memberikan variasi belajar agar siswa tidak bosan dengan pembelajaran individu di kelas".

My purpose in implementation this technique is to give variation in learning process, so students no bored with individual learning in classroom.

Teachers' problems of the implementation of this strategy are the seating arrangement; teacher has difficulties to set the class, because the class is not so large. So, when teacher implements Round Robin technique, she asks students to learn in outdoor.

"Kesulitan yang dihadapi mungkin pada saat penempatan kelompok dan proses kerjanya. Kalau strategi ini diterapkan dikelas sedikit susah karena banyaknya kursi dan meja, serta kodisi kelas yang tidak terlalu luas. Jadi untuk mengatasi masalah tersebut, saya biasanya mengajak mereka untuk keluar kelas, biasanya memanfaatkan halaman disamping lapangan basket ini. Disana tempatnya cukup memadai, banyak pohon yang bisa menjadi sarana untuk menempel-nempel teks tadi".

Teacher has difficulties in setting the group and working process. If this technique (Round Robin Brainstorming) implements in the classroom, it is little bit difficult, because there are many chair and table, and the classroom is not too large. So, to solve this problem, I usually ask students learning outdoor, usually we used the yard beside the basket yard. There is a good place, many trees around that can be a media to stick the text.

Another difficulty is students do not work in fair. Sometimes they cheat during the activity. So, the teacher will explain the rules of the activity first. If they do a cheat they will get a punishment.

"Kesulitan lain, mungkin saat menghadapi anak-anak yang kadang-kadang berbuat curang, seperti: mereka menulis teksnya tidak menghafalnya, atau mencontek kerjaan kelompok lain gitu. Saya biasanya sudah member peraturan sebelum memulai kegiatan. Jadi siapa yang berbuat curang akan dapat hukuman"

Another difficulty that I faced is when student did a cheating, such as they does not remind the text but write it, or they cheat from others group. I usually explain the rules of the activity first before we start. So, who did a cheat, they will get a punishment.

This technique is effective to teach English. By this technique teacher can integrate four basic skills in an activity.

"Menurut saya strategi ini cukup efektif digunakan dalam proses pembelajaran. Selain itu dengan technique ini bisa mengintegrasikan empat skill bahasa yaitu reading, speaking, listening dan writing dalam satu kegiatan".

In my opinion, this technique is effective used in learning process. Beside that, by this technique we can integrate English four skills; they are reading, speaking, listening and writing in an activity.

Students give good responses to the implementation of cooperative learning.

"Respon mereka sangat bagus, mereka merasa senang karena bisa bekerja bersama-sama. Selain itu untuk siswa yangbiasanya kurang aktif dikelas, disini mereka akan lebih aktif".

They have a good response, they felt enjoy by working together. Beside that it makes students are more active in the class.

c. Third Interview

Table 4.4 Third Interview Object

No	Object	Date	Time	Place	Activities
1	Drs. Amri Priyanto (Grade XII English teacher)	July 27 th , 2012	10.00 WIB	SMAN 1 Sumberrejo	Observation and interview first key informant

The interview has been done before the teacher teaches in XII IPS 4 class. The teacher is one of teachers who implement cooperative learning in his teaching method.

Teacher uses jigsaw reading and group discussion in English learning.

Strategi cooperative learning yang sering saya pakai adalah jigsaw reading dan group discussion".

Cooperative learning strategies that the teacher often uses are jigsaw reading and group discussion.

Teacher implements jigsaw reading in teaching reading comprehension and genre of text, such as narrative text.

"Dalam pengimplementasian jigsaw reading, biasanya saya bentuk kelas menjadi kelompok, kemudian masingmasing kelompok tersebut saya kasih satu teks, misalnya naratif teks, yang berbeda untuk dipelajari. Setelah masingmasing kelompok selesai mempelajari teks dan membuat ringkasan, akan di bentuk kelompok-kelompok heterogen yang anggotanya terdiri dari perwakilan dari masingmasing kelompok sebelumnya. Jadi dalam group heterogen ini masing-masing anggota mempunyai materi-materi tersendiri yang berbeda yang akan di share dalam group".

In the implementation of jigsaw reading, usually I divide the students into some groups, a main group. I give a different text to each main group, for example narrative text, and then ask them to discuss it. Then students discuss it in main group and make a summary. Then students rearranging as heterogeneous groups, in which the members consists of one delegation of the main group. So each member of heterogeneous group has a different material to share in this group.

Group discussion technique is used in certain topic and combined with authentic materials.

"Tehnik lainnya biasanya saya gunakan untuk materimateri dengan tema-tema tertentu, Seperti politic, transportation atau trade. Jadi kalo untuk materi seperti ini saya biasanya menerapkan group discussion. Jadi saya menentukan topic tertentu, misalnya: trade. Kemudian meminta setiap group untuk mencari informasi sebanyakbanyaknya tentang topic tersebut dilapangan atau authentic material, misalnya topiknya trade, berarti mereka harus mencari informasi di pasar. Dan setiap anggota group mempunyai tugas yang berbeda. Kemudian masing-masing kelompok mempresentasikan temuan mereka secara bergantian".

Another technique I used for teaching material in certain topic, such as politic, transportation, and trade. For those topics, I usually implement group discussion. I decide the topic first, such as trade, and then ask each group to find the information of the topic as much as possible in the authentic material. For example, the topic is trade, so they have to find the data in the market. Each group has different job.

After this each group presents their discussion in role playing.

Teacher uses some optional choices in grouping students. So the group will not be monotonous group.

"Pengelompokan siswa sendiri bervariasi, kadang dengan berhitung, sesuai absen atau sesuai tempat duduk".

There are variations in grouping students, such as self counting, based on attendance list, or based on seat position.

Students give good responses to the implementation of cooperative learning.

"Siswa sangat tertarik, senang dan mereka lebih aktif untuk belajar secara mandiri".

The students is interesting, enjoy, and they are active in learning independently

From all interview processes the researcher can conclude that there is teachers' great effort in implementation of cooperative learning in teaching English.

2. Class Observation of Implementation Cooperative Learning

In this observation technique, the researcher uses observation checklist to observe activity of teacher and students in the class. The observation checklist is structured based on the characteristic of cooperative learning, so the researcher can identify the implementation of cooperative learning in

teaching English. The observation checklist can be seen in appendix III of this report research.

The researcher enters the class and does observation in learning process. The observation has been done in three English class meetings. They are in X4, XI IPS 4, and XII IPS 1. This is the result of the class observation and field note, which have been explained based on the observation checklist. The result is the summary of those three meetings.

Table 4.5
Observation Result

No.	Principle	Explanation			
1	Learners use a	Good (75 %) Students uses English as way to			
	language through	communication with English class, accept the			
	using it in	word that they never know it before.			
	communication	Time: for 90 minutes for learning process			
		time, students speaking not using English for			
		about 18 minutes			
		Amount: for about 7-8 students did not speak			
		English.			
		Note: sometimes they still mixing the			
		language (English and Indonesia)			
2	The member asks	Sometimes (50%). Students sometimes ask to			
	to the other when	other members when they have difficulties in			
	they have	do assignment			
	difficulties	Note: they ask to their friends in a group. If			
		their friends can not answer, they ask to the			
		teacher.			
3	The members	Often (75%). Most of members in group			
	exchange	always exchange information in learning			
	information with	process			
	others in a group				
L		Note: most of them have different			

	T	
		accountability in each activity; they have to
		share each other.
4	The members	Good (50%). The members manage conflict
	manage some	that happens in a group. There is
İ	conflicts that	misunderstanding in the group, but it done
	happen in a group	well.
		Note: sometimes appear different opinion in a group.
5	Students listen to	Often (75%). All students listen to the others
	the others opinion	opinion, just some students give a feedback of
	and give a	the opinion.
	feedback	_
6	The group	Enough (50%). The group arrangement is
	arrangement is	effectively enough. They can manage the
	effectively	member to work together and support each
		other
7	The students	Sometimes (50%). The students can
	overcome the	overcome the problem of student different
	problem of student	opinion in group. But sometimes they need to
	different opinion in	discuss in group, to make a decisions.
	group	
8	Teacher gives clear	Good (75%). Teacher gives clear instruction.
	instruction	Some students don't understand clearly, but it
		done well and all students do the task very
		well.
		Note: sometimes teacher repeat the
		instruction in Indonesia, if there are students
		that can not understand well.
9	Teacher groups the	Enough (50%). Teacher sometimes grouping
	students based on	students based on their ability of the material,
	their ability	but teacher sometimes just groups students
		randomly.
		Note: teacher has some optional ways in
		grouping students.

ſ	10	All member has	Good (75%). Most of members have
		participated in	participated in group working, there is one or
į		group working	two students have no participated.

See appendix IV for the detail explanation of observation checklist.

There are 10 principles of cooperative learning that are included in observation checklist. By the explanation of the class observation and field note, there are 6 principles that have Good marks and 4 Enough marks. There are 6 Good marks. They are principles number 1, 3, 4, 5, 8 and 10. It means that most of principles of cooperative method in teaching English have been implemented well. Beside, teacher and students have good effort in implementation cooperative method.

There are 4 principles that have Enough mark. They are principles numbers 2, 6, 7 and 9. It means that some principles need to increase. Those principles are related to the group arrangement and group processing. So, teacher should pay attention to the group arrangement and group processing during the activity.

First principle is about the use of English during activity. This principle is done well and has good mark. There is an important point that should be noted, that is sometimes students mix the language when they have difficulties to say difficult words. That was good technique to practice students speaking skill.

The second and fifth principles are "The member asks to the other when they have difficulties" and "Students listen to the others opinion and

give a feedback". Those are related to the third characteristic of cooperative learning, face to face promotive interaction, when students have to help each other to overcome the problems. Those two principles have good result. Most of students have good participation to the implementation of cooperative learning. The process of this activity can be seen in the picture 1.a in appendix V.

The third principle "The members exchange information with others in a group" is related to the characteristic of cooperative learning individual accountability, where each member of group has different information that has to share. It has Often mark (75%), meaning that most of students have shared with each other during group activity. The process of this activity can be seen in the picture 1.b in appendix V.

The fourth and seventh principle "The members manage some conflicts that happen in a group" and "The students overcome the problem of student different opinion in group" are related to appropriate Collaborative Skill characteristic. They have Well and Enough mark. It means that students do not only practice their language, but also practice their social skill, how to manage group and work together. The process of this activity can be seen in the picture 2.a in appendix VI.

Next characteristic is positive independence, is including in tenth principle "All member has participated in group working". It has good mark, meaning that almost all of students are aware about their independence of

each other. Automatically all the members participated in group working, without any instruction from the teacher. The process of this activity can be seen in the picture 2.b in appendix VI.

Last characteristic is group processing that including in sixth and ninth principle "The group arrangement is effectively" and "Teacher grouping the students based on their ability". They got Enough mark. Here teacher has difficulties in group students based on their ability, and it will need long time. So teacher just groups student randomly by self counting, based on their present list or based on their seat etc. These optional groups have good effect for students. They do not feel bored during the activity.

3. Students' Responses to the Implementation of Cooperative Learning

The researcher asks some questions related to students' response to the implementation of Cooperative Learning. Those questionnaires are to answer the second research question, about how students' responses are. This response is about their opinion to the implementation of cooperative learning. It is not related with the student's achievement or students' score.

The questionnaire is given to the students after teacher implemented cooperative learning in teaching English. The researcher wants to know students' opinion just after the implementation of this technique. In this questionnaire there are 99 respondents. They are 32 students of Class X4, 30 students of Class XI IPS 4, and 37 students of Class XII IPS 1.

The questionnaire form can be seen in appendix VII. The results of the questionnaire are:

The first question is about students' opinion to the implementation of cooperative learning that have implemented by English teacher.

Table 4.6
Result of Questionnaire Number 1

Grade	Strongly agree	Agree	Disagree	Total response
X	90,6%	9,4%	0%	100%
XI	86,6 %	13,3 %	0%	100%
XII	89,2%	10,8%	0%	100%

By the result of the first question, the researcher concludes that almost all of students of Grade X strongly agree to the implementation of cooperative learning in teaching English. Students of Grade XI and Grade XII have some opinion. It means that they enjoyed during the implementation of cooperative learning method in English class.

The second question is about students' understanding of the material when teacher implements cooperative learning in learning process.

Table 4.7 Result of Questionnaire Number 2

Grade	Strongly understand	Understand	Not understand	Total response
X	50%	50%	0%	100%
XI	43,3%	56,6%	0%	100%
XII	40,5%	59,5%	0%	100%

There just less than half students who strongly understand the material, but so far they can understand the materials.

The third question is about the materials that have been learned by cooperative method. They still remember the material that is delivered by cooperative method.

Table 4.8
Result of Questionnaire Number 3

Grade	Strongly agree	Agree	Disagree	Total response
X	46,9%	53,1%	0%	100%
XI	36,6%	63,3%	0%	100%
XII	43,2%	56,8%	0%	100%

More than half students can remember the materials that have been delivered by cooperative learning.

The fourth question is about the communication and cooperation among students after the implementation of cooperative learning.

Table 4.9
Result of Questionnaire Number 4

Grade	Very good	Good	Bad	Total response
Х	76,6%	23,3%	0%	100%
XI	93,3%	6,6%	0%	100%
XII	70%	30%	0%	100%

Most of students have very good communication and cooperation each other after the implementation of cooperative learning method. In this method they always work together and interact each other, so it increases their communication ability.

The fifth question is about the students' opinion if the cooperative method is implemented in teaching another subject.

Table 4.10 Result of Questionnaire Number 5

Grade	Strongly agree	Agree	Disagree	Total response
X	78,1%	21,9%	0%	100%
XI	70%	30%	0%	100%
XII	75,7%	24,3%	0%	100%

Almost all of students strongly agree if the cooperative learning method is also implemented in teaching other subjects. It means that most of them enjoy learning by this method, so they learn better by using cooperative learning method.

The sixth question is about students' activity during the implementation of this method, whether are they asking each other when they cannot understand during learning process.

Table 4.11
Result of Questionnaire Number 6

Grade	Always	Sometimes	Never	Total response
X	65,6%	34,4%	0%	100%
XI	56,6%	43,4%	0%	100%
XII	51,4%	48,6%	0%	100%

Most of students ask each other when they cannot understand the materials. Each student has to collaborate and support each other during the activity.

The seventh question is about their experience on friendship aspect during the implementation of cooperative learning technique.

Table 4.12
Result of Questionnaire Number 7

Grade	Strongly agree	Agree	Disagree	Total response
X	90,6%	9,4%	0%	100%
XI	83,3%	16,6%	0%	100%
XII	86,5%	13,5%	0%	100%

All of activity and learning strategies in cooperative learning are focused on student-students interaction. That's why it gives more effect to the

students' friendship. Almost all students strongly agree with that statement. Especially for students on Grade X, they are new students who just know each other.

The eighth question is about the effectiveness of this method in solving English problems.

Table 4.13
Result of Questionnaire Number 8

Grade	Strongly agree	Agree	Disagree	Total response
X	81,25%	18,75%	0%	100%
XI	90%	10%	0%	100%
XII	75,7%	24,3%	0%	100%

Most of students can solve their problems by working together in cooperative learning method.

The ninth question is about students' feeling when they share their opinion in group.

Table 4.14
Result of Questionnaire Number 9

Grade	Strongly agree	Agree	Disagree	Total response
X	84,4%	15,6%	0%	100%
XI	66,6%	33,3%	0%	100%
XII	83,8%	16,2%	0%	100%

More than half students felt easy to share their opinion when they work in group. But there are few students who have little bit difficult in sharing problems.

Last question is about students' opinion to the implementation of cooperative learning and their reason. Most of students enjoy very much the implementation of cooperative learning. Many opinions have appeared, most of them strongly agree to the implementation of this method. Most of them said that this technique helps them in understanding and learning English. They also can share with their friends and ask something if they cannot understand the material without any anxiety.

C. DISCUSSION

In this research, the researcher focuses on describing the implementation of cooperative learning in teaching English at SMAN 1 Sumberrejo. All teachers at SMAN 1 Sumberrejo have been implementing this method as one of their teaching methods.

In cooperative learning students learn in group, where the learning process is based on the members of the group. They can activate the group learning by sharing information of each member. So it can motivate learning process and decrease students' anxiety. There are five characteristics of cooperative learning. They are positive independence, individual accountability, face to face promotive interaction, appropriate collaborative

skills, and group processing. Here the researcher will discuss about the teachers' technique based on the five characteristic of cooperative learning.

There are three English teachers that become informants of this research about the implementation of cooperative learning in teaching English at SMAN 1 Sumberrejo. The teachers are using different technique in implementation cooperative learning method. For the detail of informant identity can be seen on page 42 of this research report.

Pair group, think pair share, number head together, round robin brain storming, group presentation and jigsaw reading are the cooperative learning method that implement at SMAN 1 Sumberrejo.

Pair group and think pair share are technique of cooperative learning that implement by Fitri Kurniawati, teacher of grade X4. In pair group, students have positive independence, individual accountability, and also face to face promotive interaction. But it doesn't improve collaborative skills and group processing effectively. In pair group students have sharing section with their pairs, its good for low level students; they can share in relax environment without feeling shy and afraid. The students' activity in pair group can be seen in the picture 3.a in appendix VIII.

Think pair share has had all characteristics of cooperative learning. It is appropriate method of active listening and speaking increase and students feel

¹D. R. Johnson, et.al., *Active Learning: Cooperation in the Collage Classroom* (Edging Mn; Interaction Book Company, 1991). 5.

more comfortable learning in a whole class setting after they have work in small group. The detail explanation of think pair share activity that implement by the teacher can be seen on page 43 in this research report.

Number head together and round robin brainstorming are cooperative learning strategies that are used by Arambana, the teacher of XI IPS 4 grade. The activity of round robin brain storming motivates all students to think about the questions and helps their members of their group to understand the materials during group discussion.

Round robin brainstorming is one of cooperative learning strategies. But round robin technique used by teacher here is not the same as the technique that is usually implemented in cooperative learning method, in which that each student takes a turn to speak in group. In round robin used by teacher in this class is little bit different, teacher asks student to speak by remembering some sentences to be written by other members. By this technique teacher can teach collaborative four skills at one activity. It made students enthusiastic to collect sentence by remembering it as soon as possible. The detail explanation of round robin brainstorming activity that implement by the teacher can be seen on page 45 in this research report.

Number head together technique is also used for teaching Grade XI, this technique is used in listening activity. Sometimes students have difficulties in listening long sentence, so teacher tries to use this technique in listening activity. Here students can help others who have difficulties in

listening ability. The detail explanation of number head together activity that implement by the teacher can be seen on page 46 in this research report. The students' activity in class can be seen at the picture 3.b on appendix VIII.

Jigsaw reading and group presentation are cooperative learning method that is used by Amri Priyanto, the teacher of grade XII IPS 1. Jigsaw reading is one of famous techniques in cooperative learning often used by teacher. Teacher here also uses jigsaw reading to teach reading comprehension and genre of text. The detail explanation of jigsaw reading activity that implement by the teacher can be seen on page 50 in this research report.

The rules of group discussion technique here is similar with number head together technique. The differences are in group presentation students got different topic for each group, but the member of the group has different sub topics, so they have to help other members to understand their own sub topic by individual presentation in their small group before they present in a whole class. The detail explanation of group discussion activity that implement by the teacher can be seen on page 50 in this research report. The students' activity in class can be seen at the picture 3.c on appendix VIII.

The teacher's lesson plan also shows that teacher implements cooperative learning in teaching English. The activity has been designed based on cooperative learning technique. It is suitable with the implementation in class activity. But in this research the teacher just

implements some of cooperative learning techniques in material based on the syllabus. The lesson plan can be seen in appendix IX of the research.

Students have good response during the implementation of cooperative method. It can be seen not only from the result of the questionnaire but also from observation and interview. Students give good responses during the activity. The researcher can conclude that students enjoy the activity during the implementation of cooperative learning. It can establish students' communication with others and activate Sts-Sts (students-students) interaction in learning process. Beside that it decreases students' anxiety in learning English.

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

Related to this research about the implementation of cooperative learning in teaching English at SMAN 1 Sumberrejo, Bojonegoro, the researcher can conclude as follow:

- 1. Cooperative learning method is used by teacher in teaching English. Those cooperative learning implemented by:
 - a. Grouping students of two then let them to share and discuss the material in Pair group technique.
 - b. Giving a question to all students. They let to think the answer individually. Then, they share in pairs. And the last they share in a group in Think pair share technique.
 - c. Grouping students of six. Teacher giving separation text and asking students to rearrange by remembering it in Round robin brainstorming technique.
 - d. Implementing Number head together technique in teaching listening, teacher grouping students of three.
 - e. Grouping students and giving them a material to discuss. Then presenting the result of their discussion in Group discussion technique.
 - f. Implementing Jigsaw reading technique in teaching genre text.

2. The students' responses to the implementation of cooperative learning in teaching English at SMAN 1 Sumberrejo are very good. They enjoyed and are active during the lesson. It can be proven by the result of the questionnaire, that 90,6% students of Grade X, 86,6% students of Grade XIand 89,2% students of Grade XII are strongly agree to the implementation of cooperative learning in English learning. That means that almost all students strongly agree to the implementation of cooperative learning in teaching English. The researcher concludes that students enjoyed during the implementation of cooperative learning method in English class.

B. SUGGESTION

After doing the research about the implementation of cooperative learning in teaching English at SMAN 1 Sumberrejo, the researcher got many experiences of the implementation of cooperative learning in classroom. Here the researcher wants to give some suggestions.

1. Teacher

The researcher suggests to teacher who hasn't implements cooperative learning yet in teaching English that cooperative learning is a good method in teaching English. Cooperative learninghas many strategies that will give a variety in teaching English that helps teacher to manage the class and activates students' participation. The strategies can be

improvedbased on class condition and students' ability. The implementation of cooperative learning also has good response from students. So, it is a good choice if teacher implements cooperative learning as one of English teaching method.

2. Next researcher

For the next researcher, the researcher suggests to another researcherwho wants to study the same topic, it will be better to study in different level of students, to know the differences of cooperative learning if it is implemented in different level. Next, researcher suggests to another researcher who wants to study the same topic, it will be better to study about how the testing technique and scoring technique of cooperative learning. The last, researcher suggests to study about the relationship between cooperative learning and students' achievement.

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