

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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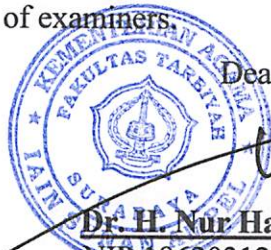
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EXAMINER APPROVAL SHEET

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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.

Demikian pernyataan ini penulis buat dengan sebenar-benarnya apabila ternyata terbukti bahwa pernyataan in tidak benar, maka itu sepenuhnya menjadi tanggungjawab penulis.

Surabaya, 2012

Penulis


Elmina Nailil Huda

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



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.

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 Kuncuh Diana in 2011.²³ In this research, the researcher has done a research about cooperative learning especially in STAD technique. The researcher used Classroom

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).

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 Unpublished Thesis: *The Implementation of Contextual Teaching and Learning Method in Improving Students English Speaking Skill at Senior High School of Al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

²³HeniKuncuh 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

¹Laxy Moleong J, *Metodologi Penelitian Kualitatif*, (Bandung: Remaja Rosdakarya, 2002). 3.

² Prof. Dr. Sugiyono. *Memahami Penelitian Kualitatif*, (Bandung: Alfabeta, 2010). 1.

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.

⁴Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Jakarta: Rineka Cipta, 2002). 206.

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.⁵ 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.⁶ 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. *Memahami Penelitian Kualitatif*... 88.

⁶ Prof. Dr. Sugiyono. *Memahami Penelitian Kualitatif*... 91.

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.

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 teman-teman 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 menggunakan teknik cooperative 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.



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 masing-masing kelompok tersebut saya kasih satu teks, misalnya naratif teks, yang berbeda untuk dipelajari. Setelah masing-

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

		accountability in each activity; they have to share each other.
4	The members manage some conflicts that happen in a group	Good (50%). The members manage conflict that happens in a group. There is misunderstanding in the group, but it done well. Note: sometimes appear different opinion in a group.
5	Students listen to the others opinion and give a feedback	Often (75%). All students listen to the others opinion, just some students give a feedback of the opinion.
6	The group arrangement is effectively	Enough (50%). The group arrangement is effectively enough. They can manage the member to work together and support each other
7	The students overcome the problem of student different opinion in group	Sometimes (50%). The students can overcome the problem of student different opinion in group. But sometimes they need to discuss in group, to make a decisions.
8	Teacher gives clear instruction	Good (75%). Teacher gives clear 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 students based on their ability	Enough (50%). Teacher sometimes grouping students based on their ability of the material, but teacher sometimes just groups students randomly. Note: teacher has some optional ways in grouping students.

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.

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.

