

CHAPTER I

INTRODUCTION

A. Background Of Study

Many people think that English must be taught when someone is still a child. “It has been argued that English is one of the subjects which is said by almost of the student as difficult and boring” (Berkeley, 2010).

The other factor that can help them to learn English is their curiosity since they are interested in new things. Although learning is important, children still face some difficulties. Some of them seem uninterested so that they refuse to join the teaching-learning process. They just listen to the teacher’s talk a rarely produce a word. Many people are also afraid of English. This becomes worse because some teachers cannot teach English by using the appropriate method that can make the students love learning English. In this case, encouragement is needed to maintain their curiosity and make them pay attention to the lesson so they will be actively involved in the teaching-learning process.

Along with the development era, students at any level have taken to have higher quality in a educational field. Here, the teacher-centered method can’t be maintained any longer. Educators must think about another method to educate their students, a method which has to in Cooperative Learning students’ participation in the learning process. The teachers play an important role in English teaching-learning process because they must find the best teaching method to be used in teaching English. The teacher’s role determines the success of the students in learning English.

By using an unsuitable method, students will feel bored in the teaching-learning process which is in English, most of the student will make any noisy voice, and they will not focus on what the teacher explains. According to Richard and Rodgers (2001:19) Method is an overall plan for

the orderly presentation of language materials, since the plan is developed based on the same assumptions, there is no part that contradicts and all parts make unity. The unity of a method makes the method distinctive.

Even some assumptions of two different methods may derive from the same theories. Sumati (2009) stated method in teaching emphasizes the learning process actively in efforts to acquire the capability of learning outcomes. Also, the use of appropriate teaching methods is aimed at solving the problem that arises in the learning process. In English Teaching, Method has an important role in making the teaching and learning process successful. Methods tend to be concerned primarily by the teacher and student roles also behavior.

According to Felder and Brent (2012), cooperative learning is a process that increases the learning and satisfaction rate which is a result of working on a high-performance team. Students interpret lesson content in groups, students are more active in completing assignments given to them in groups compared to completing assignments individually.

Cooperative learning is teamwork to achieve a maximal result in the five elements to community self-help must be applied in the class, Cooperative learning environments encourage students help to each other, lead collaborations in groups, and awaken common goals by working on the task that they have been given (Huang, Hsiao, Chang and Hu, 2012). While in another opinion Anita said that dependence positive another, responsible individual, face to face, and member of communication (Anita Lie, 2007: 31). It means with cooperative learning, the student will create a social atmosphere when they can help and do teamwork.

In other words, the Cooperative Learning method aims to improve learning achievement Cooperative Learning by sharing with friends who are capable, solve problems together, implanting responsibility together, and develop student life. A student learning activities are encouraged through

small groups to be able to develop social skills, individual skills, and improve quality learning with the help of friends a bunch of.

Cooperative Learning is a part of a more general instructional approach known as Collaborative Learning. In Cooperative Learning, group activities are the major mode of learning. Such activities are used to increase the amount of students' participation in the Cooperative Learning classroom. They are carefully planned to maximize students' interactions and to facilitate students' contributions to catch other's learning. They also provide comfortable environments in which students can practice giving output and negotiating meaning.

The World Health Organization (WHO) declared coronavirus disease 2019 (COVID-19) a public health emergency of international concern (PHEIC) on 30 January 2020. Meanwhile, the government in Indonesia stated to avoid spread of covid-19 since 23rd march 2020, teaching-learning process in school is replaced with learning from home, so student and teacher can't meet and doing teaching learning-process as usual as before the pandemic.

This study will be conducted in SMP Al-Firdaus Sukoharjo especially in the Second Grade. The reason why the researcher choose this school because SMP Al-Firdaus is a school that accepts regular students and students who a special need. Besides, the researcher has teaching practiced there and the teacher of SMP Al-Firdaus also using the Cooperative Learning method in some material. The system of the teaching-learning process in SMP Al Firdaus is different from other schools, as in the college the students are looking for the teacher, which means the students have to move to another Class when a subject is changing. With different backgrounds of students, they also have different skills and knowledge. So the teacher uses the Cooperative Learning method to improve and increase student mental and social sense. Meanwhile, for the student that has a special need, they will improve their confidence with working together and sharing their opinion. That is why SMP Al-Firdaus becomes one of the favorites schools in

Sukoharjo. It makes the researcher interested in researching SMP Al-Firdaus Sukoharjo.

The teacher in SMP Al-Firdaus uses multimedia to build students' interest and creativity. It is believed that the teaching-learning activities by using this approach will be successful because students can be easier to understand the material.

The researcher conducted pre-observations in SMP Al-Firdaus Sukoharjo once by following the teaching and learning process at Second Grade. The pre-observation was conducted on March 3rd, 2020, The researcher found that the teacher used Cooperative Learning in teaching English. Based on the pre-research, the teacher was implementing the Cooperative Learning method by using an approach to learning (collaboration, organization, communication, and transfer) and also multimedia as the media. Before starting the teaching and learning process, the teacher prepared the student to be ready for learning activities. At the beginning of the teaching and learning process, the teacher greeted the students, checking the students' attendance, and asking the condition of the students'.

Then the teacher shows the material in PowerPoint. After that, the teacher divides students become 4 groups which are three regular students and two students with special needs. Then gives some quizzes for each student in the group, these quizzes are conducted for General Test next week. Implementing of Cooperative Learning method in teaching English, the student is asked for finished the quizzes with discussion in the internal group. The student is given 20 minutes to answer the quizzes, meanwhile, the teacher looking around at each group to find is there any problem they meet. After 20 minutes, the teacher leads the discussion by answering the quizzes by asking the answer of each group. If they found a different answer they have to tell the reason why they choose that answer. if each group still found a difference question, the teacher is the mediator to explain the correct one.

Cooperative learning implies full participation of both teacher and student and the interaction of the student with the student (Rivers, 1994). It leads to the capability of asking and answering/responding to questions. Questioning and responding will lead the learners into the use of listening and speaking as communicative strategies and for its interdependence that cannot be separated from each other. It introduces a wide range of topics into the Cooperative Learning Classroom, which can lead the learners to a free interaction.

Since the 10th, of April 2020, SMP-AI Firdaus conduct learning from home, it is as a response to the government that asked all schools in Indonesia should make an effort to avoid spread covid-19 in school. SMP AI-Firdaus made a platform to support learning from a home program called *Moodle*, “*Moodle* is an open-source software package that is used to create Internet-based learning materials and courses. Moodle is provided freely under the open-source GNU Public License. This means that Moodle is copyrighted, but the users have the right to copy, use, and modify the source code provided that they agree to provide the modified source to others, do not remove or modify the original license and copyrights, and apply the same license to any derivative work...” Gadsdon (2010: 12).

All of the courses in SMP AI-Firdaus replaced to learning from home, including Teaching English, teaching conduct from home and also using *Moodle* as online assessment, material sent by the teacher via WhatsApp, and then student finish their assessment on their own without intense communication with the teacher, it'd be a worry that teaching-learning process not effective and cooperative learning will not be implemented as good as offline learning.

The researcher uses some previous studies related to this research. The first previous study is the thesis was done by Listiyani (2017) entitled “*The Implementation of Teaching English with Cooperative Language Learning in SMKN 1 Sawit Boyolali in the 2014/2015 academic year*”. she focuses on

Cooperative Learning in speaking skill compare with this research is focused in Cooperative Learning only. The second previous study is the journal was done by Muhammad Kristiawan (2013) entitled “ *The Implementation of cooperative learning in English Cooperative Learning of favorite School of secondary high school 5 Batusangkar, West Sumatera* ” . in this journal, he focused on founding the achievement of implementing Cooperative Learning method.

Based on the explanations above, the researcher is interested in discussing Cooperative Method used by the teacher in teaching English. Considering that reason, the researcher wants to conduct research entitled “**A DESCRIPTIVE STUDY OF COOPERATIVE LEARNING METHOD IN TEACHING ENGLISH AT SECOND GRADE STUDENT OF SMP AL-FIRDAUS SUKOHARJO IN THE 2020/2021 ACADEMIC YEAR**”.

B. Identification of Problem

Based on the background of the study above, the identification of the problems are:

1. Students in SMP Al Firdaus enjoy and pay more attention to the comfortable method that the teacher used.
2. The teacher faced some problems in implementing Cooperative Learning.
3. There are passive students in the teaching-learning process of English in SMP Al-Firdaus Sukoharjo.
4. Some students seem to have no confidence to speak up when in discussion season.

C. Limitation of Study

Based on the background of the study, the researcher limited the object of this research to the teaching method used by the teacher, which is called the cooperative learning method. This research also limited difficulties is faced by

the teacher during implementing cooperative learning in normal teaching-learning process and during the pandemic.

The subject of this research is the students of SMP Al-Firdaus Sukoharjo specifically the student of Second Grade in the academic year 2020/2021. The teacher mostly used cooperative learning in the teaching process to build student's confidence.

D. Problem Statement

Based on the problem limitation above, the problem of the research are mentioned as the following:

1. How is the Implementation of the Cooperative Learning process at Second Grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year?
2. What are teacher difficulties in implementing the Cooperative Learning process at Second Grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year?

E. The Objectives of Study

Based on the background above, the objectives of this study are:

1. To know the Implementation of the Cooperative Learning process at Second Grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year.
2. To find out the teacher difficulties in implementing the Cooperative Learning process at Second Grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year.

F. The Benefit of Study

The result of this research is expected to give benefits both theoretically and practically:

1. Theoretical Benefits

With this research, the writer may know the concept and implementation of cooperative learning in learning English subject in SMP Al-Firdaus Sukoharjo and become references for the next research for teaching-learning activities with a different approach, method, Cooperative Learning and also subject.

2. Practical Benefits

From this study, it is expected that the result of the research can give a contribution to the improvement of the effective English teaching-learning process in general. The results of this research can be used by teachers, students, and other researchers.

For students, the students will be easy to understand the materials and they will enjoy, comfort, and relax with teaching strategies and practice by using Cooperative Learning Method.

For the researcher, the result of this research hoped can be used as a reference for other researchers when conducting the research.

G. The definition of key terms

There are some definitions:

1. Cooperative learning

According to Yi and LuXi, (2012) cooperative learning is students' working and studying together in a group to carry out tasks and accomplish expected goals. They added that it is not just working together so it needs accurate preparation, planning, and guidance by the teacher.

2. Method

Richard and Rodgers (2001: 15) method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach.

3. SMP Al-Firdaus Sukoharjo

SMP Al-Firdaus Sukoharjo is a school that applies in Cooperative Learningusive program in Solo Raya.

CHAPTER II

REVIEW ON RELATED LITERATURE

A. The Nature of English Teaching Method

1. Definition of Teaching English Method

Approach, method and techniques is a unity that cannot be separated. Antony (1963) proposed three-way distinctions: approach, method and techniques. The arrangement is hierarchical. The organizational key is that techniques carry out a method which is consistent with an approach. Antony also said that an approach provides a board philosophical perspective on language teaching such as found in the justifications for the direct method, the reading approach, or communicative approach. While Setiyadi (2006: 8) defined that an approach as a set of correlative assumption dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. Approach is the level at which assumptions and beliefs about languages, language teaching and language learning.

From assumptions about the nature of language and language learning, a method will be developed. Method should come after approach. Together with the assumptions about the nature of language and the assumptions about learning will differentiate one method from another. Based on Anthony (1963) in Richard and Rodgers (2001: 15) method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. Within one approach, there can be many methods. While Brown (2007: 16) defined method as a generalized set of Cooperative Learning Classroom specifications for accomplishing linguistic objectives. Methods tend to be concerned primarily with teacher and student roles and behavior and secondarily with such features as linguistics and subject-matter objectives,

sequencing and materials. They are almost always thought of as being broadly applicable to variety of audiences in a variety of contexts.

Setiyadi (2006: 14) said that a method should include assumptions about language and language learning, and it will be realized in a set of techniques of presenting materials to language learner. A technique is implementation – that which actually takes place in a Cooperative Learning Classroom. All activities that take place in a language Class are technique. It is a particular trick, stratagem, or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (Anthony 1963:63-67). Brown (2007: 16) also gives his own definition about technique. He said that technique is any of a wide variety of exercises, activities, or task used in the language Cooperative Learning Classroom for realizing lesson objectives.

Based on the definitions above, it can be concluded that approach is a group of hypotheses dealing with language teaching and learning. Method is practical realization of an approach. When the theory is put into a practice, it is called as a method. Technique is the way teacher teach in Cooperative Learning Classroom. Approach refer to theories about the nature of language and language learning that serve as the source of principles in language teaching. On the other hand, a method is theoretically related to an approach, is organizationally determined by a design. Method is central to any language teaching enterprise. What the teachers actually do in the Cooperative Learning Classroom is different from what is advocated by theorists. Technique is the level at which Cooperative Learning Classroom procedures are described.

2. Type of Teaching Methods

Communicative Approach today absolutely relevant with student condition in this era, the researcher mentioned types of communicative approach bellow, they are:

a. Community Language Learning

Community Language Learning represents the use of Counseling-Learning theory to teach language. The teacher takes role as the counselor and learners as Cooperative Learning in the language Cooperative Learning classroom. Learner roles in Community Language Learning are well defined. Learners become members of a community and learn through interaction with the community. Learning is not viewed as an individual accomplishment but something that is achieved collaboratively. Community Language Learning learners are typically grouped in a circle of six to twelve learners (Richard and Rogers, 2001: 90).

b. Cooperative Learning

Wichadee and Orawiwatnakul (2012), cooperative learning is a teaching strategy, with students of different levels of ability in small groups who use various learning activities to improve their understanding of a subject. Felder and Brent (2012) assert that cooperative learning is by its nature an active method. Cooperation provides benefits for weak students who don't perform well individually. While strong students explain the material for weaker students, they have the chance of filling in their gaps also. While working individually, students may sometimes delay completing the task but as they are responsible for the group members they are motivated to do the work on time.

c. Collaborative Learning

Barros, E. A. (2011), Collaborative learning is an instructional method in which student team together on an assignment. In this method, students can produce the individual parts of a larger assignment individually and then “assemble” the final work together, as a team. Whether for a semester-long project with several outcomes or a single question during class, collaborative learning can vary greatly in scope and objectives. Cooperative learning, sometimes confused with collaborative learning, describes a method where students work together in small groups on a structured activity.

Students are individually accountable for their work but also for the work of the group as a whole, and both products are assessed. Collaborative learning is learning that occurs as a result of interaction between peers engaged in the completion of a common task. The students are not only ‘in’ groups, they ‘work’ together in groups, playing a significant role in each other's learning. The collaborative learning process creates an understanding of a topic and/or process within a group which members of the group could not achieve alone. Students may work face to face and in or out of the classroom, or they may use information technology to enable group discussion, or to complete collaborative writing tasks.

d. The Natural Approach

The Natural Approach belongs to a tradition of language acquisition where the naturalistic features of L1 acquisition are utilized in the L2 acquisition. It is an approach that draws a variety of techniques from other methods and approaches to reach this goal which is one of its advantages. But the originality of this approach does not lie in these techniques but on the emphasis on activities based

on comprehensible input and meaningful communication rather than on only grammatical mastery of language. Brown, H. D. (2000).

e. Content- Based Instruction

Several definitions of CBI have been provided by different researchers and authors. This section offers pertinent information on the definition of this concept. CBI proposes an approach in which students acquire the target language through content. Richards and Rodgers (2001) say that “Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus” (Richards & Rodgers, 2001, p. 204).

f. Task-Based Language Teaching

Task-based language teaching (TBLT) has become a significant topic in the field of second language acquisition in terms of fostering process-focused syllabi and devising communicative tasks to enhance learners’ real language use via the emergence of the communicative language teaching approach in the early 1980s and much stress on learners’ communicative abilities during the past twenty years, Jeon and Hahn, (2000).

g. The Post-Method Era

The English language teaching is now in the Post Method Era in which previous attention to a variety of methods (Audiolingualism, Total Physical Response, Silent Way, Natural Approach, etc) has given way to a more generic approach to English Language Teaching methodology (Richard and Rodgers, 2001) . Furthermore, Richard in Richard and Renandya (2002) argues that in contrast with the Method

Era which was a primary concern of the language teaching profession to find more effective methods of language teaching and had most focused on study of particular methods, in the Post Method Era, the discussion on language teaching is not focusing on methodology anymore but concerning about principle.

B. Cooperative Learning

1. The Definition of Cooperative Learning

Cooperative Learning Cooperative Learning is defined as a learning method where the students work together to learn and are responsible for their teammates learning as well as their own. Brown (2001: 47) stated that Cooperative Learning usually involves learner-centered characteristics. As students work together in pairs and groups, they share information and help each other. They are a team and its members have to work together in order to achieve goals successfully.

According to Jacobs (1998: 330) cooperative or collaborative learning essentially involves students learning from each other in groups. But it is not the group configuration that makes Cooperative Learning distinctive; it is the way that students and teachers work together that is important. In Cooperative Learning, teachers teach students collaborative or social skills so that they can work together more effectively.

Based on the statements above, it might be said that Cooperative Learning is a strategy in which the students work together to help one another in learning academic content, as stated by Slavin (1990: 2) “Cooperative Learning refers to a variety of the teaching methods in which the students work in small groups to help one another learn academic content”. In the Cooperative Learning Classroom, the student are expected to cooperative with their peers in the learning process, to assess

each other's current knowledge and to fill in gaps in each other understanding.

2. Basic Elements of Cooperative Learning

Johnson and Johnson (2012) state that, the most successful cooperative learning strategies share five essential factors: positive interdependence, face-to-face promotive interaction, individual accountability (personal responsibility), social skills and group.

- a. Positive independence means that team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
- b. Individual accountability means all students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
- c. Face-to-face promotive interaction. Although some of the groups work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging one another's conclusion and reasoning, and perhaps most importantly, teaching and encouraging one another.
- d. Appropriate use of collaborative skills means students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
- e. Group processing. Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as Cooperative Learning to the extent that the listed elements are present (Johnson *et al.*, 1991 ; Felder & Brent, 2001).

3. The Procedure of Cooperative Learning

According to Felder and Brent (2001), cooperative learning is more than merely having students sit together, helping the others do their work. Directing students who finish their work early to assist others isn't from of cooperative learning either. Neither is assigning a group of students to work together.

This is a true cooperative learning experience requires in cooperative learning, such as:

- a. Division of labor among students in the group;
- b. Face-to-face interaction between students;
- c. Assignment of specific roles and duties to students;
- d. Groups processing of a task;
- e. Positive interdependence in which students all need to do their assigned duties in order for the task to be completed;
- f. Individual accountability for completing one's own assigned duties;
- g. The development of social skills as a result of cooperative interaction;
- h. Provision of group rewards by the teacher.

In these groups, each individual is responsible for assuring that the other team members learn the assigned material. Groups progress to a new unit of study when all members of the group have mastered the lesson. Group members are also responsible for the behavior of all members. If a team member displays inappropriate behavior, it is the duty of fellow members to remind that student to 'check' him/himself. The members attempt to refocus the misbehaving student by offering help and suggestions (Felder and Brent, 2001).

4. Steps and Procedure of Cooperative Learning

In order for this learning model to run more cooperatively, as a guide the steps that must be carried out based on the cooperative learning component are as follows:

Table: 2.1, The steps are based on the Cooperative Learning component

No	Steps	Activity
1.	Choosing the right tasks	The course designer should ascertain whether the application, practice, or teaching portion is appropriate for group activities. The social aspects of the teaching content must be demonstrated. For example, teaching a foreign language should provide opportunities to discuss language with other people in a group. Writing a paper in a new language is an individual activity
2.	Determining Positive Addiction	If group activity is important for learning a new skill or thing, then the teacher should make it Cooperative Learning gear that group members are "drowning" together. The results of his work are a reflection of all the contributions of team members.
3.	Facilitating cooperative cooperation	The teacher must support the group to find the unique strengths of each group. For a successful group, work must demonstrate the strengths of all its members.
4.	Giving direct promotive interaction	Adequate time should be given in the direct interaction teaching period. Teacher: <ul style="list-style-type: none"> • should show / explain group norms that

		<p>are acceptable to the group or</p> <ul style="list-style-type: none"> • provides descriptions of the experience. <p>Instead, the teacher stated:</p> <ul style="list-style-type: none"> • expecting about what to include in the meeting, such as sharing knowledge, experiences and gifts.
5.	Determine individual and group accountability	<p>The facilitator should develop:</p> <ul style="list-style-type: none"> • a way to evaluate performance individual and group work. • convey how work groups will be assessed. • Group evaluation can be individual scores.
6.	Assessing work assignments and cooperation	<p>Time should be given for small group members to discuss the process, perhaps at the end of the group meeting. The team members explained:</p> <ul style="list-style-type: none"> • Purpose of the meeting. • Where they complete the goal, • What was done well and what would have been done differently • Make plans to include feedback at the next meeting

Meanwhile, Felder and Brent (2001) revealed that the steps in cooperative learning are:

Table: 2.2, Steps of Cooperative Learning

No	Steps	Activity
1.	Delivering goals and	The teacher conveys all the lesson objectives

	motivating students	to be achieved and motivates students to learn
2.	Presenting information	Teachers present information to students by way of demonstrations or through reading material.
3.	Organizing students into study groups	The teacher explains to students how to form study groups and helps each group make the transition efficiently
4.	Guide work and study groups	Teachers guide study groups when students work on assignments
5.	Evaluating	The teacher evaluates the learning outcomes of the material that has been studied or each group presents the results of their work.
6.	Giving rewards	Teachers look for ways to reward both individual and group learning efforts and outcomes

5. Cooperative Learning Class management

According to Richard I (1997) There are three important things that need to be considered in the management of cooperative learning models, namely grouping, the spirit of cooperative learning, and Cooperative Learning Classroom arrangement. For convenience, teachers or school leaders often divide students into homogeneous groups based on their learning achievement.

This practice is known as ability grouping and has been under the spotlight by experts and researchers today. Ability grouping is the practice of in Cooperative Learning including several students with equal abilities in the same group. This practice can be done in the division of groups within one class or division of class within one school. So, in one class there is a group of smart students and a group of weak students. Or

there are excellent classes and there are also underdeveloped classes in one school. These practices have even become a habit that is proud of in several leading schools in Indonesia and abroad who want to highlight their special class consisting of bright and talented children.

Homogeneous groupings based on learning achievement are very popular because they seem to be useful, like:

First, this method is very practical and easy to do administratively. For example, at the tertiary level, several parallel classes are sometimes opened for one subject because there are many students who need to take that course. At the time of enrollment, students must choose which parallel classes they wish to take. Whether due to differences in lecturers or schedules, one of the parallel classes can be very popular. As a result, there were far more students applying for admission than could be accommodated in these classes. Therefore, the administration held a computer-assisted selection based on the student achievement index. The result of this selection is, of course, relatively homogeneous classes. This administrative policy is indeed the most practical and easiest.

Second, with the foregoing, several schools have deliberately opened special superior Classes. This Class consists of bright and talented students. This superior class gets a plus curriculum and added value compared to other Class in the form of additional teaching and training. The purpose of this implementation is to highlight the advantages they have.

Despite all its benefits, homogeneous grouping has many negative effects. Educational experts and researchers have begun to highlight this practice in the last decade and suggest that it should not be continued because of its negative effects.

First of all, this practice is clearly at odds with the mission of education. Grouping based on ability is the same as giving a stamp or label to each student. This label can be a verdict given too early,

especially for students who are included in disadvantaged groups. In fact, the teacher's assessment when making decisions in grouping is not necessarily correct and may not reflect the true and comprehensive abilities of students. This label can also be a self-fulfilling prophecy (a prophecy that comes true). Because they are included in a weak group, a student may feel inadequate, discouraged, and don't want to try anymore.

Second, education scholar John Dewey said that schools should be miniatures of society. Therefore, schools or Cooperative Learning class rooms as far as possible need to reflect the diversity in society. In society, various kinds of people with different levels of ability and limitations interact, compete, and work together. During the school education period, a student needs to be prepared to face the realities in this society.

The number of members in a group varies from 2 to 5 according to the teacher's preferences and task importance. Of course, each has advantages and disadvantages.

Table:2.3 , Strengths and Weaknesses of Cooperative Learning Group Variation

Group Variation	Strengths	Weaknesses
Pair Group	<ul style="list-style-type: none"> • Increase participation • suitable for simple tasks More opportunities for individual contributions, easier interaction group members • Easier and faster to shape 	<ul style="list-style-type: none"> • many groups will report and be monitored • Fewer ideas emerged • If there is a dispute, there is no arbitrator
Group of Threes	<ul style="list-style-type: none"> • Odd number; there is an intermediary • More opportunities for the contribution of each 	<ul style="list-style-type: none"> • Many groups will report and be monitored • Fewer ideas emerged • Easier and faster to create

	<p>group member.</p> <ul style="list-style-type: none"> • Easier interaction 	
Group of four	<ul style="list-style-type: none"> • Easy to break into Pair • More ideas emerged • More work to do • Teachers are easier to monitor 	<ul style="list-style-type: none"> • It takes a lot of time • Need better socialization • The even numbers make it difficult to pick up a vote • Less opportunity for individual contribution • Students easily let go of involvement and don't pay attention
Group of Five	<ul style="list-style-type: none"> • The odd number makes the voting process easier • More ideas emerged • More work to do • Teachers easily monitor student contributions 	<ul style="list-style-type: none"> • Requires more time • Needs better socialization • Students easily let go of involvement and don't pay attention • Less opportunity to individual contributions

6. Cooperative Learning Classroom arrangement

The Classical arrangement of the room with all the benches facing one direction (teacher and blackboard) fits perfectly with the lecture method. In this method the teacher acts as the main resource person, or maybe the only one.

In order to support cooperative learning, Kagan (1992) a Cooperative Learning Classroom arrangement is also needed. In this case the teacher's decision in spatial planning is adapted to the conditions and situations of

the Cooperative Learning Classroom and school. Some of the factors to consider are:

- a. Classroom size.
- b. Total students.
- c. The maturity level of students.
- d. The tolerance of the teacher and the class next door to noise and student neglect.
- e. Tolerance of each student to the noise and then neglect of other students.
- f. The teacher's experience in implementing the mutual cooperation learning method.
- g. Students' experiences in implementing the mutual learning method cooperative.

Kagan (1992) also stated that In the arrangement of the Cooperative Learning Classroom should be arranged so that all students can look at the board, see the teacher, see between group members and groups. Each group can be close together without disturbing the groups and the teacher can provide free space for other activities.

There are several models of bench arrangement that can be used:

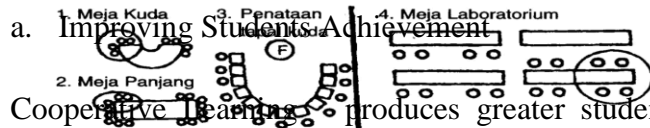
- a. Meditation table: students group together at the end of the table
- b. Long table: students group at the end of the table
- c. Arrangement of horseshoes: students in one group are placed Cooperative Learningose together
- d. Laboratory table:
 - a) individual task,
 - b) group assignments by turning over chairs.
- e. Group table: students in a group are placed Cooperative Learningose together
- f. Cooperative Learningassical: students in a group are placed Cooperative Learningose together

- g. Individual bench with writing table: best arrangement as picture 9
- h. Tables lined up: two groups of people share one table.

Picture: 1, Cooperative Learning Classroom Arrangement Kagan (1992).

7. Advantages of Cooperative Learning

According to Dahley (2009), there are advantages of implementing Cooperative Learning :



a. Improving Students Achievement

Cooperative Learning produces greater student achievement than traditional learning methodologies (Slavin, 1984). Slavin found that 63% of cooperative learning groups analyzed had an increase in achievement. Students who work individually must compete against their peers to gain praise or other forms of awards and recognition. In this type of competition many individuals attempt to accomplish a goal with only a few winners. The success of these individuals can mean failures for others. There are more winners in a cooperative team because all members reap from the success of an achievement. Low achieving students tend to work harder when grouped with higher achieving students. There is competition among groups in cooperative learning.

Penataan Ruang Kelas (Kagan, 1992).

Some forms of group competition promote cohesiveness among group members and group spirit.

b. Social Benefits

Cooperative Learning has social benefits as well as academic. One of the essential elements of cooperative learning is the development of social skills. Children learn to take risks and are praised for their contribution. They are able to see points of view other than their own. Such benefits contribute to the overall satisfaction of learning and schooling. Students work with classmates who have different learning skills, cultural background, attitudes, and personalities. Heterogeneous groups promote student learning. These differences force them to deal with conflicts and interact with others. Social interaction improves communication skills that become a necessity to functioning in society.

8. The Material Used in Cooperative Learning

Cooperative Learning promotes among students the ability and the inclination to work together beyond the class-room by making cooperation not just part of the how of learning but also part of the content (Johnson, & Stane, 2000). It is a group learning activity where students can exchange information in groups and in which each learner can increase his or own and others learning. Students also give supports and motivation to the others to be involved in learning process.

Cooperative Learning is one of the methods that applied in Indonesia. Especially, it is applied in education world. By the coming of new teaching learning methods, like Cooperative Learning, it means that the government and society, care and responsible in quality of education.

The activity done in Cooperative Learning is in group form, it is used to grow students ability to collaborate and cooperate with others. It is used to know how far they can learn when they are together; the teacher only has

to monitor and control their activity so that students have freedom to express themselves by sharing with others in their groups (Johnson, Johnson, & Stane, 2000).

Furthermore, Richard (2001) argued that learning materials generally serve as basis for much of language inputs for learners receive and practice language that occurs in the Cooperative Learning Classroom. These may take the form such as: a) printed material such as book, workbooks, worksheet, b) non-printed material such as cassette or audio material, videos, computer-based material, and c) material that comprises both printed and non-printed source s self-access material and material on the internet. The material, it absolutely encourages in teaching. Material is delivered based on syllabus and instructional is the lesson given in one meeting by teacher as a guide for the students to learn. Its role is instructional system which involves of decision concerning the prime goal of material such as presenting content, practicing content and facilitating communication between learners to practice content without teacher's help.

According to Liang (2002), the materials used in implementation of Cooperative Learning are:

a. Printed Material

Printed material is term to reveal material which produced by printers or publishers such as textbooks, magazines, handout, worksheet and other publicity material. The outcome is to provoke the learners straight forward in studying English.

Textbooks and related teaching and learning materials/media have been adapted continuously to the ever-changing and growing challenges and demands of learning English as a foreign language, to new findings in foreign/second language research and theory construction and to advances in information technology, scholarly views on the role of the textbook and recommendations on how to use it in everyday Cooperative Learning Classroom practice very often reflect little more

than personal opinion and/or common sense. Learning is simply the process of adjusting the environment to accommodate new experiences (Cheng,2012).

Textbooks are not like other books. Today, textbooks are assembled more than they are written. They are not usually written by a single author, nor are they a creative and imaginative endeavor. They are, in fact, usually specially made by a cooperation to follow a set standard curriculum for school system or large organization, such as a province (*EncyCooperative Learningopedia of Education,2008*).

b. Audio Material

The audio materials are sound recorder or produced by electronic device. The audio which is used by the teacher are cassette, compact disk and also flash disk in listening section. The content of dialogues comes from the native speaker (Liang, 2002).

c. Visual Material

Visual material concerned with seeing and sight. The implementing of visual materials are slide in power point program and video. The goal of visual material is to attract student in engagement to their joyful instructional design. It also stimulates their brilliant ideas because they are not strange anymore with that case.

1) Video

Video covers a wide variety of materials, but generally it refers to non-interactive video materials. Videos allow students to be entertained and educated at the same time, and they engage those who are more visual learners than those who are more auditory learners that otherwise would be fine with a teacher's lecture.

2) Clip-art

Clip-art is collection of illustrations which cover common topics such as health education, nutrition, environment education and

other issue relating to the development of education. The Clip can be imported in a computer to produce a computer graphic as per the requirements of the material as desired. In the absence of computers there are several ways of using and copying illustrations in Clip-art by tracing. Copying and adapting to the needs of local situation.

3) Magazines

Printed material could be a great resource for developing learning materials. There are always some kinds of printed materials like newspapers and magazines available in the community. With a bit of mobilization of learners or participants, there is always the possibility of collection old magazines with pictures that can be used for creating learning material. The magazines can be used for creating collages, reference drawings and tracing. It is up to the facilitator or material developer.

9. The Media Used in Cooperative Learning

Media means of expressing message and information. Hamalik (1986: 23) said that media is a tool or method and technique used to make the communication and interaction between the teacher and the student in teaching learning process to be more effective. Based on the definition above, it can be concluded that the media relates to technique, method in teaching and learning process.

From the definition above, media can be specified in different ways, Edward (1979: 24) list a number of points of view from which media can be considered:

- a. The nature of information conveyed by the media (i.e. linguistic and non linguistic information).
- b. The channel of information (auditory, visual, or audiovisual media).
- c. The phrases in the process of teaching, and testing (are they used for the presentation and exploitation of learning material or for testing).
- d. The didactic function (are they used to motivate learners to convey information or to stimulate free language use).
- e. The degree of accessibility and adaptability (Mindit, 1978, Match and Sctolossbaer, 1978, Heaton, 1979:39).
- f. The possibilities for supporting, supplementing or replacing the teacher (Ahrens, 1980).
- g. The use of media by individual or groups.

There are some general principles in using media; the first principle is that the media and the method should complete each other, they can not stand by if self. Media supports the application of one method, and the method needs a media to convey the method. This is accordance with the second principle that a certain media is more appropriate to be used in conveying a unit of lesson, a lesson may be running well, when a particular media is applied, while the same media might not be used to teach other lesson unit. In fact, not all media is appropriate, which could be used in all teaching learning process. (Rahmatullah, 1998: 12).

Media for teaching is a media that can be used to help the students in their study, in order to make the teaching learning process more effective and efficient. By using media, the material is more interesting concrete and easier to understand.

According to Xi Tan (2007) states that, in making decision to use the media, the teacher need to ask three out five basic questions: 1) is it easy for us to prepare? 2) Is it easy to organize in the Cooperative Learning

Classroom? 3) Is it interesting to the students? The three criteria can be applied by any teacher including teachers for beginners.

There are various kinds of visual which can be effectively used by the teacher in their Cooperative Learning Classroom. Teacher of young learner have to use some visual in their teaching activities to facilitate their teaching. In general, some of the visuals are: 1) still pictures, 2) reality, 3) drawing or teacher drawing, 4) chart, poster, cartoons, and 5) real objects.

Some school have already equipped with modern media, such as radio video tape material. In this case, songs, stories, poems and dialogue are invaluable in teaching foreign language. Many kinds of supplementary material can be place in media. EFL teacher use media in their English class. So in SMP/SMA, students will be learning the foreign language through the concept example of things found in the real world, and the advantages of using media instructional media for Classes: (1) It is arouses student's interests; (2) It gives more opportunity for the students to use the language; (3) It attracts student's attention; and (4) It adds a pleasure variety to English learning.

10. The Design of Cooperative Learning Methods

Cooperative Learning helps the students to learn to think, to solve problems, to integrate and to apply knowledge and skills. Slavin (1990: 5-8) states that there are five principles to design and to implement the Cooperative Learning in the Class. Slavin calls the five principles as Student Team Learning Methods. They are:

a. Students Teams-Achievement Division (STAD)

In this method, the students are assigned to four-member learning teams that mixed in performance level, gender, and ethnicity. The students work together after the teacher's lesson. They work in pairs, discuss the

difficulties, and help each other. They discuss the way to solve problems or they test each other on the content they are studying. They work with their teammates, assess their strengths and weaknesses to help them do the rest. Then, all students take individual test on the material where they do by themselves. This method is suitable for teaching content-based subjects. The main objective of this method is to motivate and to encourage students in working together to understand the teacher's lesson.

b. Team Games Tournaments (TGT)

Team Games tournaments or TGT is originally developed by David DeVries and Keith Edwards. This method uses the same teacher presentations and teamwork as in STAD, but it replaces the tests with weekly tournaments, in which the students play academic games with members of other teams to contribute points to their team scores.

c. Jigsaw II

Jigsaw II is an adaption of Elliot Aronson's (1978: 67) Jigsaw techniques. In this method, students work in the same four-member, heterogeneous teams as in STAD and TGT. The students are assigned chapters, short books or other materials to read, usually social studies, biographies, or other expository material. The member of each team is randomly assigned to be expert on some aspects of the reading assignment. After reading the material experts from different teams meet to discuss their common topics, and they return to tell their topics to their teammates. Finally, there is a test or other assessment on all topics.

d. Team Accelerated Instruction (TAI)

Team Accelerated Instruction, according to Slavin, Leavy & Madden (1986: 109) is a combination method of Cooperative Learning and Individual instruction. In this method, students enter an individualized

sequence according to a placement test and then proceed at their own rates. In general, the members of a team work on different units. The teammates check each work using answer sheets and help one another. Final test taken without teammate's help and scored by student monitors.

e. Cooperative Integrated Reading and Composition (CIRC)

This is a comprehensive program for teaching reading and writing in the upper elementary and middle grades (Madden et al, 1986: 67). In CIRC, the teacher uses novels or basal readers. They can or cannot use reading groups, as in traditional reading Classes Students are assigned to teams composed of pairs of students from two or more different reading levels. Students work in pairs within their teams on a series of cognitively engaging activities, including reading to one another, making predictions about how narrative stories, and practicing spelling, decoding, and vocabulary. In most CIRC activities, students follow a sequence of teacher instruction, team practice, team pre-assessments and quiz.

From this learning method, it can be concluded that the basic way of applying Cooperative Learning is by assigning the student to work in groups. They must work together to resolve problems related to the learning objectives. The students have responsibility to develop their team's member learning process. To help each other understand subject matter, they do not compete but on the contrary, they work together and cooperate to develop their capability in learning , to develop their sociality, and also their confidences.

11. Evaluation of cooperative learning

“The essential component of cooperative learning is group processing. Effective group work is influenced by whether or not groups

reflect on (i.e., process) how well they are functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goals” CAI Cuiyun, (2007).

“Teacher has effective attempt to evaluate, the teacher asking the contribution of each member of the team” Denise M (2010:4). The Teacher has students complete an evaluation form their works for every other member team. The evaluation was done by each student at the end of the project and handed in to the teacher

This approach allowed students to approve or counter the evaluation of their efforts. This approach made students more aware of applying fairness to the process. Students who were less than honest about their own contribution were subject to an approval process by the other students. This is fairer to the students because it allows them the opportunity to make corrective action through the remainder of the project if they have problems. The approach also triggers communication between team members where it might be lacking.

C. Similarities and Differences Between Cooperative and Collaborative Learning

Many people states that Cooperative and Collaborative Learning are the similar method, meanwhile in the fact they have different purpose and background, so in this sub topics, the researcher will explain the similarities and differences between cooperative and collaborative.

“Collaborative learning is a method of teaching and learning in which students team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared

assignment are both examples of collaborative learning” Antil L &J Jenkins (1997).

Cooperative learning, which will be the primary focus of this workshop, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

1. Similarities between Cooperative and Collaborative Learning

Matthews and Roberta S (1995) said that, there are some similarities between cooperative and collaborative learning:

- a. Stress the importance of active learning.
- b. The teacher acts as facilitator
- c. Teaching and learning are experiences shared by both the student and the teacher.
- d. Enhance higher order cognitive skills.
- e. Greater emphasis is placed on students' responsibility for taking charge of her or his learning.
- f. Involve situations where students must articulate ideas in small groups.
- g. Help students develop social and teambuilding skills.
- h. Increase student success and information retention.
- i. Utilize student diversity.

From the similarities above we can understand that collaborative and cooperative are method that focused to improve student skill , not only on the learning skills but also social sense skills. The teacher doesn't take so many actions because they just acts as facilitator, the activity mostly doing by the students itself. Both learning method also

makes an diversity, they doesn't care about the students background, skills, and knowledge they just focused on their works.

2. The Differences of Cooperative and Collaborative Learning

The differences both of method has explained by Matthews and Roberta S into some specific sense :

Table 2.4, differences between cooperative and collaborative

Cooperative	Collaborative
<ul style="list-style-type: none"> • Students receive training in small group social skills. • Activities are structured with each student having a specific role. • The teacher observes, listens and intervenes in a group when necessary. • Students submit work at the end of Cooperative Learning for evaluation. • Students assess individual and group performance. 	<ul style="list-style-type: none"> • There is the belief that students already have the necessary social skills, and that they will build on their existing skills in order to reach their goals. • Students organize and negotiate efforts themselves. • The activity is not monitored by the instructor. • When questions are directed towards the teacher, the teacher guides the students to the information needed. • Students retain drafts to complete further work. • Students assess individual and group performance.

D. Previous Study

First previous study is a thesis that done by Listiyani (2017) entitled “*The Implementation of Teaching English with Cooperative Language Learning*” in *SMKN 1 Sawit Boyolali in the 2014/2015 academic year*. She conduct qualitative description research to describe about cooperative learning in SMKN 1 Sawit Boyolali.

The objectives of this research are 1) to describe the teaching-learning activities in SMKN 1 Sawit Boyolali especially in English subject, 2) to describe the problems faced by the teacher and student in the process of teaching and learning English, and 3) to know the problems in teaching-learning activities in the twelve grade of SMKN 1 Sawit Boyolali.

From the result of the research, the researcher finds the answer of the statement in research problem. The teaching-learning activities in SMKN 1 Sawit Boyolali on English subjects that using cooperative language learning. Most of the students’ problem in learning is on the vocabulary mastery. Self-confident, time allocation, and the problem of communication in English. The teacher always motivates and gives them some tips to solve the students’ problem. The use of innovative strategy and multimedia in teaching can be the factors that make the success of teaching-learning activities in SMKN 1 Sawit Boyolali.

The second previous study is the journal was done by Muhammad Kristiawan (2013) entitled “*The Implementation of cooperative learning in English Class of favorite School of secondary high school 5 Batusangkar, West Sumatera*” . in this journal, he focused on founding the achievement of implementing Cooperative Learning method.

The aim of this research is to explain the implementation of cooperative learning in English Cooperative Learning of favorite school of Secondary High School 5 Batusangkar, West Sumatera; to find out the achievement of Cooperative Learning in English Cooperative Learning of Favorite School of Secondary High School 5 Batusangkar, West Sumatera; and to know how is the strengths and weaknesses of cooperative learning methods in English Cooperative Learning in Secondary High School 5 Batusangkar, West Sumatera. This research belongs to descriptive qualitative research.

Instruments applied here were observation, interview and documentation. Grade VIII A and B Secondary High School 5 Batusangkar, West Sumatera as a pilot test to see how the cooperative learning is conducted. The findings explained that the implementation of cooperative learning in Secondary High School 5 Batusangkar, West Sumatera was effective. It helped the students to improve students' achievement in terms of academics up to 9.8. There are strengths such a) Having advantages in terms of delivery material by using a complete infrastructure; b) English teacher create learning that inspires students to be active; c) the students become subject of the study; d) had quite good; and e) teacher becomes a facilitator. While the weaknesses are a) the learning process is still using the conventional model; b) English language usage not maximum; c) the process of learning tends to lead the achievement of curriculum; and d) contextual, teachers are still following the situation and condition of students.

The third previous study is thesis was done by Zahrina Ulfa (2018) entitled: "*Improving students' speaking skills through cooperative learning with time token arends type at the Second Grade of mas amaliyah tunggal in academic year 2017-2018*". In this thesis she focused on how to improve students speaking skills through cooperative learning using time token arends type.

The aims of this thesis were to identify by using cooperative learning with token arends whether it can improve speaking skills of the Second Grade of mas amaliyah tunggal students, and also to describe how does time token arends improve students skills. This research belongs to quantitative research.

This research was conducted by using Cooperative Learning Classroom Action Research (CAR). The subject of this research was the Second Grade (X-IPA III) of MAS Amaliyah Sunggal in academic year 2017-2018 which consisted of 40 students. The objective of this research was to improve students' speaking skills in English Lesson by using cooperative learning with time token Arends type. This research was conducted in two cycles which each cycles consisted of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was improvement on students' speaking skills. The mean of pre-test was 58.3. The mean of post-test 1 was 68.65. The mean of post-test 2 was 76.1. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >75 also grew up. In the pre-Test, the students who got point >75 were 5 students (12.05%). In the post-test of cycle 1 students who got point >75 were 19 students (47.5%). The post-test of cycle 2, students who got point >75 were 35 students (87.5%). In other words, the students' skills in speaking improved and became well in the first meeting to the next meeting

The fourth is thesis was done by Dwi Ariyani (2016) entitled: "*the use of cooperative learning stad To improve speaking skills of accounting program students Grade xi in smk n 1 depok in the academic year of 2013/2014*" this research using STAD to improve speaking skills of accounting program students.

One of the reasons why does researcher done this research is The students were also afraid of making mistakes while speaking in English. They had difficulties in pronouncing English words. Although they always could find the meaning of words using dictionary, they rarely brought dictionaries

with them. They also preferred working in groups to working individually, but from the class observation, they did not really work in groups. Most students only chatted with friends. The teacher did not try to manage the students to work properly in groups. These problems are found by analyzing the vignette of the teaching and learning process and the interview with the teacher.

This collaborative action research study involved 32 students of class XI AK 1, the English teacher, and the collaborator from the English Education department, Yogyakarta State University. This study was conducted in SMK N 1 Depok in three cycles and each cycle was held for two meetings for regular lessons and a meeting for a quiz in each cycle. The research procedure consisted of reconnaissance, planning, action and observation, and reflection. The data obtained during the research consisted of qualitative data and quantitative data. The qualitative data were obtained from observations and interviews, while the quantitative data were gained from tests. The qualitative data were analyzed by condensing data, displaying data, and drawing conclusion. The mean scores of the tests were gained as the result of the quantitative data analysis. The validity of the research data used was democratic, outcome, process, catalytic, and dialogic validity. The results of the study showed that the use of cooperative learning STAD improved the students' speaking skills. The students showed improvement in some aspects such as pronunciation, vocabulary mastery and confidence. The components of STAD contributed to promote students' participation in the Cooperative Learning Classroom, and in small groups.

The fifth previous study is a thesis was done by Muhamad Hasbi (2011) entitled: "*a descriptive study of cooperative learning for English as a foreign language learning*" This research was aimed to study cooperative learning applied for English as a Foreign Language learning. General questions were going to answer are: (1) What is the concept of cooperative learning for English as a foreign language learning, (2) What are the strengths and the weaknesses of cooperative learning for English as a foreign language

learning, and (3) What are cooperative methods and Cooperative Learning Classroom activities compatible with four language skills. To obtain the answers, writer uses qualitative approach and library research.

The researcher findings of previous research shows that English as a foreign language learners face some difficulties in learning English since it is not as easy as their native language. Most learners (1) feel that English learning today has not been successfully delivered and (2) desire for a new approach and methods more compatible with their condition.

In other sides, a cooperative approach modeled as cooperative learning offers a new ways of more with its task, reward, and goal structures. Previous cooperative practices in English as a Second Language (ESL) learning shows that problems deal with English learning such as diversity and interpersonal gaps and academic failure were demolished. Referring to these findings, this graduating paper recommends the use of cooperative learning in EFL learning.

CHAPTER III

RESEARCH METHODOLOGY

A. Design and Procedural Research

In this research, the researcher uses descriptive qualitative method approach in this research paper. Descriptive qualitative approach does not apply the detail arithmetic calculation or statistic contains sentences or description of the objects (Moleong, 2011:11). Bogdan and Taylor in Moloeng (2011:4) affirm that qualitative research that result the descriptive data, the written and oral words from observing people or behavior. The aim of descriptive qualitative method is to describe a place, fact and characteristic of population systematically, factually and accurately. In this case, the researcher describes Cooperative Learning in teaching English at SMP Al-Firdaus Sukoharjo.

B. Place and Time of The Research

This research was conducted at SMP Al-Firdaus Sukoharjo. SMP Al-Firdaus Sukoharjo located at Jl. Al Kautsar, Mendungan, Pabelan, Kartasura, Sukoharjo.

This research already conducted since January-May 2020. The research schedule included pre research, observation, writing proposal, revising proposal, collecting the data, and analyzing the data. The research schedule is described in the following table:

Table 3.1, Time of Reserch

Activity	Jan	Feb	Mar	Apr	May	Jun	Sep	Oct	Nov	Dec
Pre-observation Research										
Writing thesis proposal										
Seminar of proposal										
Revising Proposal										
Collecting data										
Analyzing data										
Examination of Thesis										
Revising Thesis										

C. The Research Data Instrument

The instrument of this research is the research himself. The researcher as the instrument must be able to identify what is important, to interpret data, and to report it accurately, objectively and meaningfully to others. Moleong (2011:163) stated for qualitative research characteristic that it used the researcher or by helping the data analysis to other people as the research instrument. In addition the researcher is a planner, collector, and analysis of the data and finally the researcher has to report the result of the analysis (Moleong, 2011:168).

D. Technique of Collecting Data

There are many ways to collect the data such as documentation review, observation, test, interview and questionnaire. Sugiyono (2008: 225) stated that the fundamental method relied on by qualitative researchers for gathering information is participation in the setting, direct observation, in-depth interviewing, and documentation review. In this case, the researcher uses observation, interview, and documentation review as the way to collect the

data. In qualitative research, collecting the data mostly is done in participant observation, in depth interview and documentation,

1. Observation

Observation is a systematic and planned monitoring that aims to gain data (Alwasilah, 2009:211). During the Cooperative Learning Classroom observation, the researcher sat among the students observing teacher and students activities and taking notes. The purpose of this observation was to investigate how the teaching learning process.

The researcher observes the process of English teaching learning in the Cooperative Learning Classroom. The class was observed carefully until the researcher could identify the Cooperative Learning Classroom techniques, Cooperative Learning Classroom procedures. During the Cooperative Learning Classroom observation the researcher pays attention to the teacher's presentation, method, strategies, teacher's role and students' role in conducting a Cooperative Learning Classroom activity.

Observation were conducted six-times, the first was pre observation conduct on March 3rd 2020 at 8am-10am in first group of second grade, and then the second pre observation was conduct at 10am-12pm on the same day. The third and fourth observation were conduct on Monday, October 26th 2020 7.30am-9.30am, then fifth and sixth observation were held on Wednesday, October 28th 2020 10.30am-12.30pm.

Table 3.2, Table of Observation

No	Time	Place	Material	Information
1	03/03/2020	First group of	Daily	First Pre-

	(8am-10am)	Second grade (Classroom)	Activities	Research Observation
2	03/03/2020 (10am-12pm)	Second group of Second grade (Classroom)	Daily Activities	Second Pre-Research Observation
3	26/10/2020 (7.30am-8.30am)	First Group (Moodle Platform)	Descriptive Text	Third Observation
4	26/10/2020 (8.30am-9.30am)	Second Group (Moodle Platform)	Descriptive Text	Fourth Observation
5	28/10/2020 (10.30am-11.30am)	Second Group (Moodle Platform)	Telling Experience	Fifth Observation
6	28/10/2020 (11.30am-12.30pm)	First Group (Moodle Platform)	Telling Experience	Sixth Observation

2. Interview

Cresswell (2008: 226) Cooperative Learning classify the interview into four types, those types are (1) one-on-one interview, (2) focus group interview, (3) telephone interview, (4) electronic E-mail interview.

Based on the types of interview above, the researcher uses one-on-one interview. One-on-one interview is data collection process in which the researcher asks question and records answers from only one participant in the study at a time. One-on-one interview ensure the subject responses remain free and spontaneous, in contrast to what can happen in focus groups, where the atmosphere is somewhat intimidating. Even though only use one object, the researcher can found the deepest information.

In this research, researcher was held interview the English teacher of Second Grade in SMP Al-Firdaus Sukoharjo Mr Danang Catur S. S,Pd . The interview conduct two times, the first interview were conduct on Tuesday, October 6th 2020, then the second interview was additional interview which held on Thursday, December 10th 2020.

3. Document

A valuable source of information in qualitative research can be documen. Sugiyono (2008: 240) stated that document can be written and picture by someone that can be used to obtain information. In conducting documentation method, the researcher can provide magazines, books, documents, etc. the function of documentation method is to make credible the result of observation or interview.

In this research, the document guide were the lesson plan, syllabus, and textbooks.

E. Trustworthiness

To increase the validity of data in the research, the researcher uses triangulation technique. Moeloeng (2002: 178) said that triangulation technique is the technique of examining the trustworthiness of the data which uses things outside the data in order to examine the data and to be comparer of the data.

Sutopo (2002:78) identifies four basic types of triangulation. They are data triangulation, investigator triangulation, theory triangulation, and methodological triangulation.

In this research, the researcher uses methodological triangulation, because in collecting data the researcher uses observation, interview, and document to develop data

F. Techniques of Data Analysis

In this research, the researcher divided activities, they are data reduction, data display, and drawing conclusion.

Data reduction, in the analysis of qualitative data is defined as the selection process, the focus is on simplification, simplification, and transformation of rough data arising from written notes on the field (Miles &

Huberman, 1992: 16). In reducing qualitative data, the researcher does not need interpret it as quantification.

Based on Miles and Huberman theory, the researcher reduced the unnecessary data from the observation findings, interview findings, and document review findings. From the observation findings, the researcher got the much data about the teacher's method, student's response, and Cooperative Learning Classroom atmosphere, while learning English in a form of unarranged notes or field notes, then Cooperative Learning classify the data about Cooperative Learning method by the teacher. From the interview, findings the teacher's implementation about Cooperative Learning and difficulties on it. Then the researcher took the needed data and reduce the rest. From the document review findings, the researcher got the data about the lesson plan, syllabus, and text books that related with Cooperative Learning. After reducing the unnecessary data, the next step was data display.

Data display means the process to simply the data in the form sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data.

In display data, the researcher describes data that have been reduced into sentence form. Sugiyono (2008: 249) stated that in qualitative research, the most frequent form of displaying data is narrative text. Hence, the researcher arranges the data in good sequence of narrative text in order to be easier to understand. For the last process is conclusion and verification.

In qualitative research, the characteristic of conclusion is temporary. It can change if the researcher does not discover strong evidence to support the next collecting data. However, if the in the previous data can be evidenced by validity and consistency when the researcher is going back to the field, so the conclusion is credible. In this research makes conclusion from data display. In short, the steps in analyzing the data are: (1) the researcher collects the data through document, interview and observation. Then, the researcher selects, identify, and focused on the data by referring to formulation of the research problem. (2) After selecting the data, the researcher displays those data into good sentences. (3) After displaying data, the conclusions drawn.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the research finding and the discussion of this research based on the data gathered during the investigation (Interview and observation). Before presenting the findings of the study, in this part the description of the location and data related to the Cooperative Learning method used by the teacher at second grade of SMP Al-Firdaus Sukoharjo.

A. Finding

Based on observations, documents, and interviews with the teacher, the researcher found data as bellow:

1. The Implementation of Cooperative Learning process at second grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year

Based on the data of the interviews done by the researcher and related with theories to implementing of cooperative learning, there were fifth things that teachers used to implement Cooperative Learning in teaching English at second grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year. There were the procedure, media, evaluation, teachers and student rules, and also student activity.

Teacher's implementation was good and effective it similar by theory that used by researcher, there was a main aspect of cooperative learning learning by group and improving student social skills. Based on interview at Tuesday October 6th 2020, and Thursday, December 10th 2020 the researcher found some steps and written as bellow:

a. The procedure of cooperative learning

The teacher procedure to implementing cooperative learning there were sixth steps. First, in implementing cooperative the teacher should learn about the character and abilities of each student. After that ensure a positive

interdependence in the learning process, second, the teacher told the material that had been discussed, third, the teacher divide students into three or five groups contained students with different background and skill, fourth, students were given thirty minutes to discuss the material, fifth, teacher lead students into presentation session, and then other groups can give question so it can create discussion times between each group, and the last evaluation session, teacher lead the evaluation, evaluation here discuss deliver of opinion by the students, students response with another opinion, and then about material that delivered by students.

Based on the second interview on December 10th 2020 during the pandemic and online teaching-learning process the procedure of implementing cooperative learning had changed as usual when in offline class, the teacher always tried to maximize in implemented cooperative learning even though he can't maintain student's activity, group communication, and evaluate the teaching-learning process. The teacher can't monitor students' worked and just seen group works by their assessment.

b. Media used on teaching English in cooperative learning method at SMP Al-Firdaus Sukoharjo

Based on interview and observation, The teacher uses a projector to deliver the material that is created in slides, the teacher usually also uses print paper, books, etc., and if it's needed, students also use a projector to displaying their material. Media here is used to make students easiest to understand the material because the teacher presenting the material in interesting ways, eye-catching design of the material, and up-to-date material. Students using a projector to shows their works because it can be easiest and simple to deliver, students are given the freedom to create and present their works as well as polite, it can be a video, slides, and many more.

While in the pandemic, the teacher uses fully online media to implementing cooperative learning, the teacher using moodle platform as

online assessment, the teacher shared material by used link that sent in student group on WhatsApp and then student asked to learn the material by themselves, after that students can ask the teacher if they didn't understand about the material by chatting or video call.

c. Evaluation

Evaluation sessions are usually conducted at the end of the meeting. The evaluation here aims to fix the lack of things during a teaching-learning process so between the teacher and students can get better in the next meeting. Teacher evaluate students expression of delivering their opinion, it aims to improve students social skills and treat them how to communicate an opinion as good as their can.

The teacher also evaluates students respects to response another opinion, because as the teacher said, knowledge means nothing if the student doesn't respect each other. And the last teacher gives notes about the material that created by the student, is it relate or not to the teacher's perception.

While in online-class, there was nothing evaluating session, the teacher only evaluated student's work results, not by the seen group process. It was necessary worrying because in implementing cooperative learning evaluation is needed to improve and increase results in order.

d. Teacher and Students rules

Before the discussion-session, the teacher usually tells about a thing that students can/can't do during the teaching-learning process. During discussion-session, the student can make a noise means students can speak to each other about the material. Students should active during the teaching-learning process, students can speak up as well as possible and can ask about material as politely as possible. Students do their job as group decisions which

depend on student's skills. Each group present their opinion in fifteen minutes and give each student to asking about the material.

The teacher also has rules during the teaching-learning process, in cooperative learning teacher is just a facilitator, he/she can't do more in discussion-session. The teacher just led the session and conduct the evaluation, teacher also is the moderator if the discussion is going disorderly.

e. Student activities

Student asked to focus on a material that delivers by the teacher in slides, and then the teacher divided students into three or five groups consist students with different skills and background, and then they arranged the seats into a small circle, and then they chose one of them to become the leader of groups and divided job to each member based on their skills and knowledge. Students are asked to share and tell their own opinion about student's work.

Students made a big circle and presenting their works in the middle of the circle, each group should choose one of the members to be the speaker and then other members ask to discuss the answer that given by other groups. And then in the evaluation session, students should write the things that teacher give, and last, students re-arrange the seats as before.

The researcher also conducted observation. Because of the pandemic, the teaching-learning process conducted in online teaching-learning process, in SMP Al-Firdaus they using moodle as a platform to replace face to face the teaching-learning process.

The researcher was joined into moodle platform four times in two classes, the researcher found describe as bellow:

- a) First observation at Online class by using moodle platform, Monday, 26th October 2020 (07.30-08.30 am)

The researcher did the observation in the third group of second-grade student of SMP Al-Firdaus Sukoharjo on Monday, 26th October 2020

(07.30 -08.30 am), the researcher has asked permission to join the online class by using moodle as replace of offline class because of the pandemic. The material on this meeting was about procedure text. The teacher opened the class with said *Basmallah* together and prayed together with the students, and then checking the presence. The teacher presented the material by using slides, teacher was asking one of the students to read it, the slides were about the definition, procedure, and example of procedure text.

After that, the teacher allowed students to given questions if they didn't understand, the teacher was answering the question. The teacher divided students into three groups contained five students, and then the teacher gave some homework to create a video of procedure text with a duration of ten minutes. And then the homework has been submitted next week. The last, the teacher closed the class with the asked student if they didn't understand the homework, after that, the teacher gave a conclusion about the material, and then said *Hamdallah* together and prayed together.

b) Second observation at Online class by using moodle platform, Monday, 26th October 2020 (08.30-09.30 am)

The researcher did the observation in the fourth group of second-grade students of SMP Al-Firdaus Sukoharjo on Monday, 26th October 2020 (08.30 -09.30 am). The material on this meeting was about procedure text. The teacher opened the class by saying *Basmallah* together and praying together with the students and then checking the presence. The teacher presenting the material by using the slides, teacher asks one of the students to read it, the slides contain the definition, procedure, and example of procedure text.

After that, the teacher was allowed students to given questions if they didn't understand, the teacher was answering the question. The teacher divides students into three groups contains five students, and then the teacher gave some homework to make a video of procedure text with a duration of ten minutes. And then the homework has been submitted next week. The last, the teacher closed the class with an asked student if they didn't understand the homework, after that, the teacher gave a conclusion about the material, and then said *Hamdallah* together and prayed together.

c) Third observation at Online Cooperative Learning class by using moodle platform, Wednesday, 28th October 2020 (10.30-11.30 am)

The researcher did the observation in the third group of second-grade students of SMP Al-Firdaus Sukoharjo on Wednesday, 28th October 2020 (10.30-11.30 am), teacher allowed the researcher to join the meeting after gives the link to join the meet. The material on this meet was about “*telling experience*”. The teacher opened the class by said *Basmallah* together and prayed together with the students, and then checked the presence. The teacher had sent the material to the students by WhatsApp group of the student class. The teacher reviews the material by asked the student to make sure if they had understood it. The material contained about characteristics of telling experience, teacher emphasize if telling experience is using the past tense, so students should be mastered of past tense and V2. The teacher showed the video about an example of telling experience, hopefully, students will understand clearly and easily.

After that, the teacher had allowed students to given questions if they didn't understand, the teacher answered the question. The teacher gave a personal assignment that was making a short video about telling a story with a duration of three to five minutes. And then the homework will be submitted by uploaded into YouTube next week. The last, the teacher closed the class with the asked student if they didn't understand the homework, after that, the teacher gave a conclusion about the material, and then said *Hamdallah* together and prayed together.

d) Fourth observation at Online Cooperative Learning class by using moodle platform, Wednesday, 28th October 2020 (11.30-12.30 pm)

The researcher did the observation in the fourth group of second-grade students of SMP Al-Firdaus Sukoharjo on Wednesday, 28th October 2020 (11.30-12.30 pm) teacher allowed the researcher to join the meeting after gives the link to join the meet. The material on this meet was about “*telling experience*”. The teacher opened the class by said *Basmallah* together and prayed together with the students, and then checked the presence. The teacher had sent the material to the students by WhatsApp group of the student class. The teacher reviews the material by asked the student to make sure if they had understood it. The material contained about characteristics of telling experience, teacher emphasize if telling

experience is using the past tense, so students should be mastered of past tense and V2. The teacher showed the video about an example of telling experience, hopefully, students will understand clearly and easily.

After that, the teacher had allowed students to given questions if they didn't understand, the teacher answered the question. The teacher gave a personal assignment that was making a short video about telling a story with a duration of three to five minutes. And then the homework will be submitted by uploaded into YouTube next week. The last, the teacher closed the class with the asked student if they didn't understand the homework, after that, the teacher gave a conclusion about the material, and then said *Hamdallah* together and prayed together.

2. Teacher difficulties of implementing Cooperative Learning process at Second Grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year.

These data were found based on an interview with the teacher on Tuesday, October 6th, 2020, Thursday 10th, 2020, and also, the observation was conducted on March 3rd, 2020, 26th, and 28th October 2020, and be strengthened form document. The researcher compared data were founded by those collecting data technique and wrote some conclusions about the difficulties faced by the teacher during implementing the cooperative method.

a. First Difficulties

The first difficulties faced by the teacher were, prepared The teaching-learning Process at the beginning which will take time, the teacher should be taught the character background and abilities of each student, in applied cooperative learning it will take a long time started from group division, seating arranged, discussion sessions, presentation sessions, and the last evaluation, which could interrupt other materials.

b. Second Difficulties

Student-focused also a matter of concern in implementing cooperative learning, students become bored, so they were not interested in the material and session been held, so the teacher lost of control to maintain the class.

Cooperative learning also can make the student not interested, because students can't compete person by person, they compete as groups which were in the achievement it's not based on one personal opinion, but from many opinions that conclude into one work. It's proofed with documents and pre-research observation by the researcher.

c. Third Difficulties

Student's motivation also becomes difficult in implementing cooperative learning, because not all the students can work in groups and not all students can speak up in front of the class. While Felder and Brent (2001) stated that, "...the development of social skills as a result of cooperative learning".

Because of the pandemic, the teacher faced other difficulties, the teacher didn't have so much time because the online study had time reduced. The teaching-learning process before the pandemic had two hours so the teacher can maximize the time, different from the online-class teaching-learning process only had one hour, the teacher can't present the material as maximized as usual, and students mostly difficult to understand the material. The teacher also tells when online class, the students had a problem like a network problem, gadget capability, and students focus.

The teacher couldn't use cooperative learning as well as offline class, because he thought students can't maximize the discussion, meanwhile face-to-face is a fundamental characteristic in implemented cooperative learning, and then the teacher difficult to monitor which student didn't work in the group, so the social skills will not improve maximally, as the teacher said on the interview at December 10th, 2020, the teacher felt in online class he difficult to divided students into groups and he can't see how student communicated each other and just seen student result. Group communication also had been difficult, because students just communicated by used social media.

A material modification was also needed in an online class, it became difficult for the teacher because he needed to change what he had made, he also should checked the e-learning to update student assessment. The teacher needed to improve his skill in delivered and modification material, so the student did not feel bored in an online class. The teacher also had difficulty at giving a reward, because students sometimes late to submit the assignment, but the teacher still accepts it because the teacher respected their struggle in making the assignment.

B. Discussion

Based on data interview, observation, and document, at SMP Al-Firdaus Sukoharjo, the researcher wrote some discussion to answer the question research and had compared with theory related in the previous chapter:

1. The Implementation of Cooperative Learning process at second grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year

The teacher procedure to implemented cooperative learning there was sixth steps. First, in applying cooperative the teacher must first learn about the character and abilities of each student after that ensure a positive interdependence in the learning process, second, the teacher told the material that will be discussed, third, the teacher divide students into three or five groups consist of students with different background and skill, fourth, students were given thirty minutes to discuss the material, fifth, teacher lead students into presentation session, and then other groups can give question so it can create discussion times between each group, and the last evaluation session, teacher lead the evaluation, evaluation here discuss deliver of opinion by the students, students response with another opinion, and then about material that delivered by students. Teacher's implementation is related with Felder and Brent (2001), they said that in implementing cooperative, the teacher should pay attention to Division of labor among students in the group: Face-to-face interaction between students, Assignment of specific roles and duties to

students, Group processing of a task, Positive independence in which students all need to do their assigned duties in order to complete the task. Individual accountability for completing one's own assigned duties, the development of social skills as a result of cooperative interaction, Provision of group rewards by the teacher.

The teacher uses a projector to deliver the material that is created in slides, the teacher usually also uses print paper, books, or etc. and if it's needed, students also use a projector to displaying their material. Meanwhile in an online class, the teacher usually just sent the link about the material, so students can read and understand the material itself before the teacher explains in an online class, while Richard (2001) argued that learning materials generally serve as a basis for much of language inputs for learners receive and practice language that occurs in the Cooperative Learning Classroom. These may take the form such: a) printed material such as book, workbooks, worksheet, b) non-printed material such as cassette or audio material, videos, computer-based material, and c) material that comprises both printed and non-printed source s self-access material and material on the internet.

Evaluation sessions are usually conducted at the end of the meeting. The evaluation here aims to fix the lack of things during the teaching-learning process so between the teacher and students can get better in the next meeting. Teacher evaluate students expression of delivering their opinion, it aims to improve students social skills and treat them how to communicate an opinion as good as their can. The teacher also evaluates students respects to response another opinion, because as the teacher said, knowledge means nothing if the student doesn't respect each other. And the last teacher gives notes about the material that created by the student, is it relate or not to teacher perception. Similar to CAI Cuiyun, (2007), she said that "The essential component of cooperative learning is group processing. Effective group work is influenced by whether or not groups reflect on (i.e., process) how well they are

functioning. A process is an identifiable sequence of events taking place over time, and process goals refer to the sequence of events instrumental in achieving outcome goals”.

In cooperative learning, students and the teacher should make some rules. During the discussing-session, student can make a noise means students can speak to each other about the material. Students should active during the teaching-learning process, students can speak up as well as possible and can ask about material as politely as possible. Students do their job as group decisions which depend on student’s skills. Each group present their opinion in fifteen minutes and give each student to asking about the material.

The teacher also has rules during the teaching-learning process, in cooperative learning teacher is just a facilitator, he/she can’t do more in discussing-session. The teacher just led the session and conduct the evaluation, the teacher is also the moderator if the discussion is going disorderly.

Student ask to focus at the material that delivered by the teacher in slides, and then teacher divide students into three or five groups consist students with different skills and background, and then they arrange the seats to a small circle, and then they choose one of them to become the leader of groups and divide job to each member based on their skills and knowledge. Students are asked to share and tell their own opinion in a group assignment.

Students make a big circle and presenting their work in the middle of the circle, each group should choose one of the members to be a speaker and then other members ask to discuss the answer that given by other groups. And then in an evaluation session, students should write the things that teacher give, and last, students rearrange the seats as before, it’s related to Felder and Brent (2001), cooperative learning is more than merely having students sit together, helping the others do their work. Directing students who finish their

work early to assist others isn't from cooperative learning either. Neither is assigning a group of students to work together.

Meanwhile, in online class students activities were created simply, teacher presenting the material and then gives the example, question and answer with students, divide groups, and last giving assignment, there is no group discussion during teaching-learning process, discussing conduct in non-formal session by using group in social media. So these activities don't relate with cooperative learning sense.

Based on observation, the researcher can write that implementing cooperative learning in the offline and online teaching-learning process is different because, at offline learning, the teacher can't implement cooperative learning as well as a cooperative learning theory. It is proven with first-second and third-fourth observation, the teacher using a different method, in first and second observation teacher using Cooperative Learning method and Jigsaw II technique, meanwhile in third and fourth observation, the teacher using inquiry method. So because of online learning, the teacher can't maximize and use cooperative learning often as offline learning.

2. Teacher difficulties of implementing Cooperative Learning process at Second Grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year.

Implementing cooperative learning is not easy, because the teacher also pays attention to the advantage of cooperative learning, According to Dahley (2009), there are advantages of implementing Cooperative Learning :

- 1) Cooperative Learning produces greater student achievement than traditional learning methodologies (Slavin, 1984). Slavin found that 63% of cooperative learning groups analyzed had an increase in achievement. Students who work individually must compete against their peers to gain praise or other forms of rewards and reinforcements. In this type of competition, many individuals attempt to accomplish a goal with only a few

winners. The success of these individuals can mean failures for others. There are more winners in a cooperative team because all members reap from the success of achievement. Low achieving students tend to work harder when grouped with higher achieving students. There is competition among groups in cooperative learning. Some forms of group competition promote cohesiveness among group members and group spirit. 2) Social Benefits Cooperative Learning has social benefits as well as academic. One of the essential elements of cooperative learning is the development of social skills. Children learn to take risks and are praised for their contribution. They are able to see points of view other than their own. Such benefits contribute to the overall satisfaction of learning and schooling. Students work with classmates who have different learning skills, cultural background, attitudes, and personalities. Heterogeneous groups promote student learning. These differences force them to deal with conflicts and interact with others. Social interaction improves communication skills that become a necessity to functioning in society. So if a teacher can't reach these advantages the implementation of cooperative learning will be not successfully implemented.

The teacher usually prepares everything at the beginning which will take time, the teacher should know the character background and abilities of each student, in applying cooperative learning it will take a long time starting from group division, seating arrangements, discussion sessions, presentation sessions, and the last evaluation, which could be sacrificing other materials. Student focus is also a matter of concern in implementing cooperative learning, students become bored so they can be not interested in the material and session being held, so the teacher loses control to control the class. Student's motivation also being difficult in implementing cooperative learning, because not all the students can work in groups and not all students can speak up in front of the class.

Dividing groups is also being a problem in implementing cooperative learning, because how much students in groups has a different weakness, like Richard I (1997) statement, Three important things need to be considered in the management of cooperative learning models, namely grouping, the spirit of cooperative learning, and Cooperative Learning Classroom arrangement. For convenience, teachers or school leaders often divide students into homogeneous groups based on their learning achievement.

Because of the pandemic, the teacher also faces other difficulties, teacher doesn't have so much time because the online studying had time reduction. The teaching-learning process before pandemic usually has two hours so the teacher can maximize the time, different with online class teaching-learning process only have one hour, the teacher can't presenting the material as maximize as usual, and students mostly difficult to understand the material. The teacher also tells when online class, the students had a problem like a network problem, gadget capability, and students focus.

The teacher also can't use cooperative learning as well as offline class, because he thought students can't maximize the discussion, and then the teacher difficult to monitor which student doesn't work in the group, so the social skills will not improve maximally. Group communication also being difficult, because students just communicating by using social media.

The teacher also had difficulty in giving a reward, because students sometimes late to submit the assignment, but the teacher still accepts it because the teacher respects their struggle in making the assignment. So the teacher didn't maximize to implementation of cooperative learning in online teaching.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After describing and analyzing the data, the researcher could draw conclusions based on the result of the observation and interview of the cooperative learning method in teaching English on the second grade of SMP Al-Firdaus Sukoharjo as follows,

1. The Implementation of Cooperative Learning process at second grade of SMP Al-Firdaus Sukhoarjo in the 2020/2021 academic year

The implementation and difficulties of cooperative learning in teaching English by the teacher based on the research findings were the procedure of implementing and difficulty faced by the teacher.

Before implementing cooperative learning teacher should be known what cooperative learning was, and then the teacher should learn about students background skills because in SMP Al-Firdaus used inclusive learning which is the students came from different skills and background, but by implementing cooperative learning, the teacher wanted students to had tolerance sense in avoiding each other, and then the student can improve social skills that can be used in society, because in cooperative learning students are required to discuss, and tell their opinion in front of each student.

After that teacher divide students into small group consist of four until five students based on different skills, because the teacher wants to implement cooperative learning and school vision which is can avoid differently and improve social skills, so the goals of cooperative learning can be reached. Students sit by the groups and make a small circle. And then the teacher gives the material to each group by showed its projector, and then the teacher asks

each group to discuss. After 20-30 minutes, the teacher asks each group to present their opinion about the material one by one, by making a big circle and then in the mid of the circle is used to the main stage to present the material. After presenting, the teacher gives a question and answer with the presenter, and other groups are allowed to give questions. And the last, the teacher leads the evaluation session, the teacher evaluates three things by the teaching-learning process, they are the understanding of the material, and then how they respect another opinion, and then social skills in telling their opinion.

2. Teacher difficulties of implementing Cooperative Learning Process at Second Grade of SMP Al-Firdaus Sukoharjo in the 2020/2021 academic year.

The teacher faced difficulties in implementing cooperative learning, in implementing cooperative learning because wasted so much time, like divide groups, setting the seat of the student, discussion, presentation, and then evaluation session. Not to mention if the material is interesting to the students, it also took so much time in discussing, question and answer session. The teacher and students can be negligent with the schedule of learning.

Because of the pandemic, the teaching-learning process replaced with online class by using Moodle Platform, which means there are other difficulties will be faced by the teacher, in online class teacher, the teacher doesn't have so much time because the online studying had time reduction. The teaching-learning process before pandemic usually has two hours so the teacher can maximize the time, different with online class teaching-learning process only have one hour, the teacher can't present the material as maximize as usual, and students mostly difficult to understand the material. The teacher also tells when online class, the students had a problem like a network problem, gadget capability, and students focus.

The teacher also can't use cooperative learning as well as offline class, because he thought students can't maximize the discussion, and then the teacher difficult to monitor which student doesn't work in the group, so the social skills will not improve maximally. Group communication also being difficult, because students just communicating by using social media.

The teacher also had difficulty in giving a reward, because the students were sometimes late to submit the assignment, but the teacher still accepts it because the teacher respects their struggle in making the assignment, so the teacher difficult to optimize implemented cooperative learning in online teaching.

B. Suggestion

The researcher would like to give some suggestions which may useful for the teacher, and the school who read this thesis especially for the English teacher who implementing cooperative learning. Since the result of this study showed that the English teacher of second grade in Al-Firdaus Surakarta is not a complete success, the researcher suggested as follows:

1. For The Teacher

The researcher suggested to the English teacher learn and explore implementing cooperative learning in teaching English because the technique of implementing should be improved depending on the material and teaching English development. The teacher also suggested to know about student skill, and then in implementing cooperative learning teacher should improve their timing management, so the teaching-learning doesn't take so much time. The teacher also needed to improve cooperative learning implementation even though the teaching-learning process doing by online.

2. For the School

The researcher also suggested the school should always supporting the teacher in implementing cooperative learning by gives a teaching

upgrading program especially about cooperative learning, the school also can give comparative study for the teacher with another English teacher another school to improve teacher skills in implementing cooperative learning.

3. For the next Researcher

The researcher suggested to the next researcher who wants to adopt the same case of this thesis to catch another part that the researcher did not catch. After knowing the real conditions in SMA Al-Firdaus Sukoharjo from this thesis, the next researcher can do action research probably.

**A DESCRIPTIVE STUDY OF COOPERATIVE LEARNING METHOD IN
TEACHING ENGLISH AT SECOND GRADE STUDENT OF
SMP AL-FIRDAUS SUKOHARJO
IN THE 2020/2021 ACADEMIC YEAR**

THESIS

**Submitted as A Partial Requirements
For the degree of Undergraduate in English Language Education**



By:

SIDIK NOR SRISAPUTRO
SRN.16.32.2.1.119

**ENGLISH LANGUAGE EDUCATION
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2020**

ADVISORS SHEET

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Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary advices, herewith, as the advisors, we state that the thesis of

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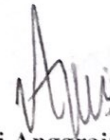
Title : A Descriptive Study of Cooperative Learning Method in Teaching English at Second Grade Student of SMP Al-Firdaus Sukoharjo in the 2020/2021 Academic Year

Has already fulfilled the requirements to be presented before The Board of Examiners (*Munaqosyah*) to gain Undergraduate Degree in English Language Education.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, 27th November 2020
Advisor,



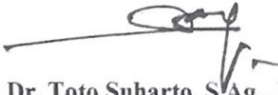
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RATIFICATION

This is to certify the Undergraduate Degree thesis entitled "A Descriptive Study of Cooperative Learning Method in Teaching English at Second Grade Student of SMP Al-Firdaus Sukoharjo in the 2020/2021 Academic Year" by Sidik Nor Srisaputro has been approved by the Board of Thesis Examiners as the requirement for the Undergraduate Degree in IAIN Surakarta.

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Surakarta, 16th December 2020
Approved by
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Prof. Dr. Toto Suharto, S.Ag., M.Ag.
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DEDICATION

With deep profound love, this thesis is dedicated to:

1. Allah SWT
2. Prophet Muhammad SAW
3. My beloved parents
4. My beloved big family
5. My Almamater IAIN Surakarta

Motto

“As a Rainbow After the Rain”

(Anonymous)

“In the middle of difficulty lies opportunity”

(Albert Einstein)

“*Nasib kita bukan untuk coba-coba*”

(Najwa Shihab)

“Is the reward of goodness aught save goodness?”

(Ar-Rahman: 60)

“*Allah menghendaki kemudahan bagi kalian, dan tidak menghendaki kesukaran bagi kalian*”

(Al-Baqarah: 185)

“*Tuntaskan apa yang sudah kita mulai*”

“*Terbentur-terbentur-terbentur-terbentuk*”

CERTIFICATE OF ORIGINALITY

This is to certify that

Name : Sidik Nor Srisaputro
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Study Program : English Language Education
Faculty : Cultures and Languages Faculty

I hereby declare that the thesis above is my own original work and written by myself carried out as parts of the requirements to accomplish an Undergraduate Degree in English Language Education in Cultures and Languages Faculty, State Islamic Institute of Surakarta (IAIN Surakarta).

I also certify that any help for my research work, preparation of the thesis itself, sources and literature used for the thesis have been fully and properly cited. It contains no material which has been accepted for the award of any other degree previously submitted in IAIN Surakarta or any other institution, nor it been submitted as part of requirements for the degree except as fully acknowledged within the text. If later proven this thesis is a result of a plagiarism, I would undertake any legal sanction and of being repealed my academic degree

Surakarta, 16th December 2020

Stated by,

Sidik Nor Srisaputro

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17. Everyone who helps the researcher that can mentioned the name one by one.

The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 16th December 2020

The researcher

Sidik Nor Srisaputro

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APPENDIX

1. Field Note:

First observation by using moodle platform

Name of Teacher : Mr. Danang

Time : Monday, 26th October 2020 (07.30-08.30 am)

The researcher did the observation in the third group of second-grade student of SMP Al-Firdaus Sukoharjo on Monday, 26th October 2020 (07.30 - 08.30 am), the researcher has asked permission to join the online class by using moodle as replace of offline class because of pandemic. The material on this meeting is about procedure text. The teacher opens the class with saying *Basmallah* together and praying together with the students, and then checking the presence. The teacher presenting the material by using the slides, teacher ask one of the students to read it, the slides is contains about definition, procedure, and example of procedure text.

After that, teacher allows students to give questions if they didn't understood, the teacher answering the question. Teacher divides students into three groups contains of five students, and then teacher give some homework to make a video of procedure text with duration tenth minutes. And then the homework will be submitted next week. The last, teacher closes the class with asking student if they didn't understood about the homework, after that teacher gives conclusion about the material, and then saying *Hamdallah* together and praying together.

Second observation by using moodle platform

Name of Teacher : Mr. Danang

Time : Monday, 26rd October 2020 (08.30-09.30 am)

The researcher did the observation in the fourth group of second-grade student of SMP Al-Firdaus Sukoharjo on Monday, 26th October 2020 (08.30 - 09.30 am). The material on this meeting is about procedure text. The teacher opens the class with saying *Basmallah* together and praying together with the students, and then checking the presence. The teacher presenting the material by

using the slides, teacher ask one of the students to read it, the slides is contains about definition, procedure, and example of procedure text.

After that, teacher allows students to give questions if they didn't understood, the teacher answering the question. Teacher divides students into three groups contains of five students, and then teacher give some homework to make a video of procedure text with duration tenth minutes. And then the homework will be submitted next week. The last, teacher closes the class with asking student if they didn't understood about the homework, after that teacher gives conclusion about the material, and then saying *Hamdallah* together and praying together.

Third observation by using moodle platform

Name of Teacher : Mr. Danang

Time : Wednesday, 28th October 2020 (10.30-11.30 am)

The researcher did the observation in the third group of second-grade student of SMP Al-Firdaus Sukoharjo on Wednesday, 28th October 2020 (10.30-11.30 am), teacher allowed the researcher to join the meeting after gives the link to join the meet. The material on this meet is about telling experience. The teacher opens the class with saying *Basmallah* together and praying together with the students, and then checking the presence. The teacher had sent the material to the students by whatsapp group of student class. Teacher reviews the material by asking the student to make sure if they had understood about it. The material contains about characteristic of telling experience, teacher emphasize if telling experience is using past tense, so students should mastering of past tense and V2. The teacher show the video about example of telling experience, hopefully students will understand clearly and easily.

After that, teacher allows students to give questions if they didn't understood, the teacher answering the question. Teacher gives personal assignment that is making a short video about telling story with duration three to five minutes. And then the homework will be submitted by uploading into YouTube next week. The last, teacher closes the class with asking student if they didn't understood about the homework, after that teacher gives conclusion about the material, and then saying *Hamdallah* together and praying together.

Fourth observation by using moodle platform

Name of Teacher : Mr. Danang

Time : Wednesday, 28th October 2020 (11.30-12.30 pm)

The researcher did the observation in the fourth group of second-grade student of SMP Al-Firdaus Sukoharjo on Wednesday, 28th October 2020 (11.30-12.30 pm), teacher allowed the researcher to join the meeting after gives the link to join the meet. The material on this meet is about telling experience. The teacher opens the class with saying *Basmallah* together and praying together with the students, and then checking the presence. The teacher had sent the material to the students by whatsapp group of student class. Teacher reviews the material by asking the student to make sure if they had understood about it. The material contains about characteristic of telling experience, teacher emphasize if telling experience is using past tense, so students should mastering of past tense and V2. The teacher show the video about example of telling experience, hopefully students will understand clearly and easily.

After that, teacher allows students to give questions if they didn't understood, the teacher answering the question. Teacher gives personal assignment that is making a short video about telling story with duration three to five minutes. And then the homework will be submitted by uploading into YouTube next week. The last, teacher closes the class with asking student if they didn't understood about the homework, after that teacher gives conclusion about the material, and then saying *Hamdallah* together and praying together.

2. Script of Interview

Time: October 6th 2020

Place: SM Al-Firdaus Sukoharjo

S (Sidik Nor Srisaputro/Interviewer)

G (Pak Danang/Narasumber)

S: Assalaualaiku warahatullahi wabarakatuh, perkenalkan pak nama saya Sidik Nor Srisaputro mahasiswa PBI iain Surakarta smester 9 , disini saya meminta waktu jenengan untuk interview guna melengkapi data penelitian skripsi saya

G: Waalaikumsala warahmatullahi wabarakatuh, terimakasih mas sudah empercayakan saya untuk menjadi objek penelitian skripsi nya , perkenalkan nama saya Danang Catur Satriyannto saya di sekolah ini diamanahi untuk mengajar bahasa Inggris kelas 7, 8, dan 9

S: Bagaimana pembelajaran bahasa inggris di SMP Al-Firdaus ?

G: Kalau pembelajaran bahasa Inggris disini kami konsep pembelajarann yang menyenangkan dan pembelajaran yang beraneka ragam, maksudnya kita saling toleransi karena disini sekolahnya adalah sekolah inklusif, jadi kita mempunyai konsep dengan belajar bahasa kita dapat enciptakan perdamaian dunia

S: Mengajar dikelas apa saja ?

G: Saya mengajar dikelas 7, 8, dan 9 , dengan satu tingkatan masing-masing memiliki 2 kelas

S: Metode pengajarann bahasa inggris yang digunakan ?

G: Ada macam-macam mas, misalnya Cooperative learning, Collaborative learning, GTM, dan lain-lain

S: Apa pengertian cooperative learning menurut narasumber ?

G: Menurut saya, Cooperative learning adalah suatu bentuk pembelajaran dimana siswa dibagi kedalam kelompok-kelompok kecil yang terdiri dari siswa yang memiliki latar belakang kemampuan yang berbeda-beda, dalam hal ini setiap anggota kelompok memiliki tanggung jawab yang berbeda-beda

S: Kenapa lebih memilih cooperative learning ?

G: Saya memilih Cooperative learning , pertama karena Cooperative learning membuat siswa saling ketergantungan positif, kemudian siswa lebih banyak aktif setelah itu juga menekan toleransi perbedaan, kemudian juga mengajarkan siswa bagaimana meningkatkan keterampilan sosial

S: Apa perbedaan cooperative learning dan collaborative menurut narasumber ?

G: Kalau cooperative, siswa menerima keterampilan dari kelompok social, sedangkan kolaboratif yaitu adanya suatu keyakinan bahwa dengan kemampuan siswa, siswa dapat mencapai tujuan belajar, kemudian cooperative guru itu lebih mempunyai peran atau dengan kata lain aktivitas-aktivitas di kelas disusun secara sistematis oleh guru, sedangkan kolaborative, siswa dibebaskan menegosiasi usahanya sendiri, kemudian perbedaan selanjutnya, di cooperative itu ada sesi evaluasi yang dilakukan oleh guru, sedangkan di kolaborative memang ada evaluasi, tetapi tidak harus dilakukan oleh guru, yang mana lebih cenderung inisiatif dari siswa itu sendiri

S: Bagaimana prosedur yang diterapkan dalam cooperative learning ?

G: Kalau prosedur biasanya saya menggunakan pertama, dalam menerapkan cooperative guru harus mempelajari terlebih dahulu tentang bagaimana karakter dan kemampuan masing-masing siswa, setelah itu memastikan adanya rasa saling ketergantungan positif dalam proses pembelajaran, yang kedua, adanya tatap muka , maksudnya adanya presentasi oleh kelompok, jadi setiap kelompok wajib melakukan presentasi kepada kelompok yang lain, setelah itu harus ada komunikasi antar kelompok , jadi sebelum presentasi siswa harus terlebih dahulu berkomunikasi di masing-masing kelompok, dan selanjutnya adalah evaluasi yang dilakukan oleh guru, begitu

S: Bagaimana management kelas dan pembagian kelompok yang digunakan narasumber ?

G: Seperti yang saya sampaikan sebelumnya, sebelum membagi kelompok guru itu harus mengetahui kemampuan masing-masing siswa yang tujuannya adalah agar dalam pembagian kelompok terdiri dari siswa yang memiliki kemampuan yang berbeda-beda, kemudian kita men setting tempat duduk per kelompok, itu untuk didalam kelas, pun misalkan kita belajar diluar kelas kita tetap memisahkan siswa sesuai kelompok yang telah dibagi oleh guru

S: Bagaimana penataan tempat duduk dalam pembelajaran dengan metode cooperative ?

G: Siswa duduk sesuai dengan kelompoknya membentuk lingkaran-lingkaran kecil, kemudian saat sesi presentasi, siswa diminta untuk membuat lingkaran besar yang kemudian presentasi dilakukan di tengah-tengah lingkaran

S: Apa keuntungan yang didapat dalam menggunakan metode cooperative ?

G: Kalau bicara tentang keuntungan, keuntungan yang didapat ketika menggunakan metode cooperative learning yaitu satu, siswa mampu mencapai hasil kemampuan akademik, maksudnya adalah metode ini dapat membantu memperbaiki hasil belajar akademik siswa, yang kedua siswa memiliki toleransi yang tinggi tentang berbagai macam kemampuan yang dimana ini selaras dengan sekolah kami yang menrapkan sistem sekolah inklusif, kemudian yang ketiga siswa dapat meningkatkan keterampilan social, karena sebelum siswa presentasi pun siswa harus berdiskusi antar anggota kelompok, setelah itu siswa melakukan presentasi dihadapan guru dan kelompok yang lain

S: Apa kekurangan yang dialami dalam penerapan cooperative ?

G: Kalau kekurangan, ini sebenarnya yang menjadi PR besar adalah untuk guru, karena dalam menerapkan cooperative learning, guru terlebih dahulu harus mempersiapkan dan mempelajari metode cooperative learning itu sendiri, karena guru harus menyusun semua proses pembelajaran secara sistematis, kemudian kekurangan yang biasanya dialami itu adalah memakan waktu yang banyak, jadi kalau guru tidak bisa memaksimalkan waktu dengan baik, maka guru akan terlena dengan keasyikan dengan sesi diskusi, maka materi materi yang lain akan ketinggalan

S: Dalam pembagian kelompok, siapa kah yang bertugas membagi kelompok tersebut ?

G: Untuk pembagian kelompok itu sendiri, guru lah yang bertugas dalam membagi kelompok, maka dari itu dalam membagi kelompok, guru harus betul-betul mengetahui berbagai macam latar belakang kemampuan siswa, agar terbentuknya kelompok yang maksimal dan merata

S: Dalam menerapkan cooperative learning, apa harapan yang dapat terwujud untuk para siswa dalam belajar bahasa inggris di SMP Al-Firdaus ?

G: Seperti tujuan awal pembelajaran cooperative, jadi harapan saya ataupun kami sebagai pendidik disini adalah, siswa dapat mencapai hasil belajar yang maksimal, dapat memperbaiki prestasi prestasi belajar, berikutnya siswa dapat memiliki toleransi yang tinggi tentang adanya perbedaan, seperti perbedaan pendapat dan

kemampuan, dan selanjutnya siswa dapat memiliki keterampilan social, yang mana akan berguna bagi siswa di masyarakat

S: Materi apa yang biasanya cocok diberikan dalam penerapan metode cooperative learning ?

G: Sebenarnya semua materi itu cocok, tetapi tergantung konsepnya ingin dibuat seperti apa, namun biasanya dalam pembelajaran bahasa Inggris kelas 7, 8, 9, materi yang kita gunakan adalah asking and giving opinion, agree and disagreement, lalu misalnya talking about wise of life dan, telling experience, seperti itu, jadi biasanya materi yang melibatkan pendapat orang lain

S: Bagaimana hasil belajar siswa setelah menerapkan metode cooperative learning ?

G: Ya tentunya hasil belajar siswa akan berbeda-beda tergantung kemampuan siswa tersebut, namun setelah hasil belajar yang saya amati ada beberapa hal yang didapat siswa yaitu satu, siswa memiliki toleransi yang tinggi terhadap perbedaan kemampuan yang mana sesuai dengan sekolah kami yaitu sekolah inklusif, yang kedua, siswa memiliki keterampilan social yang dapat diterapkan dalam kehidupan sehari-hari, lewat tutur kata nya, cara bertanya nya, kemudian yang ketiga, siswa dapat memperbaiki prestasi-prestasi akademik, karena disini siswa dapat bertukar pendapat satu sama lain, uniknya pembelajaran cooperative belajar belum dikatakan selesai bila ada anggota kelompok yang belum menguasai materi, jadi setiap anggota harus menguasai materi

S: Apa saja kesulitan yang di alami saat menerapkan metode cooperative learning ?

G: Biasanya guru mempersiapkan segala sesuatu di awal yang mana itu akan memakan waktu, guru harus tau latar belakang karakter dan kemampuan masing-masing siswa, dalam menerapkan cooperative learning akan memakan waktu lama mulai dari pembagian kelompok, penataan tempat duduk, sesi diskusi, sesi presentasi, dan yang terakhir evaluasi, yang mana bisa saja akan mengorbankan materi-materi yang lain.

S: Apakah ada evaluasi setelah melaksanakan pembelajaran dengan metode cooperative learning, dan hal apa yang biasanya menjadi point evaluasi ?

G: Yang pertama, terkait penyampaian siswa yang mana itu berhubungan dengan keterampilan social ketika menyampaikan pendapat mereka, kemudian tentang bagaimana dia menghormati pendapat orang lain, kemudian biasanya saya juga memberikan catatan tentang materi yang disampaikan itu sudah sesuai dengan

konteks atau belum, tetap evaluasi nya mengenai tiga itu tadi mas , yaitu tolerans tentang perbedaan, keterampilan social, dan hasil belajar akademik

S: Terimakasih pak, cukup itu saja pertanyaan yang saya sampaikan, terimakasih juga sudah mau meluangkan waktu untuk interview, assalaualaikum warrahmatullahi wabarakatuh....

G: Waalaikumsalam warahatullahi wabarakatuh, Sama-sama mas Sidik, sukses selalu, mudah-mudahan skripsi nya lancar dan segera selesai

Second Script interview

Time: December 10th 2020

Place: Whatsapp Call

S (Researcher)

D (Teacher)

S : Assalamualaikum Wr. Wb. Pak danang, mohon maaf mengganggu waktu nya sebentar

D : Waalaikum salam mas, iya gapapa mas

S : Baik pak langsung saja, mengingat habis ini jenengan ada kegiatan, saya akan menanyakan 5 pertanyaan tentang implementasi cooperative learning ketika belajar online

D : Oke mas

S : Pertanyaan pertama, bagaimana perbedaan ketika belajar offline dan online dalam mata pelajaran bahasa inggris ?

D : Perbedaan ketika belajar online dan offline dapat dirasakan ketika pembagian kelompok, dalam pembagian kelompok tersebut, saya tidak bisa mengamati secara langsung bagaimana mereka bisa berinteraksi antar kelompok, jadi saya hanya bisa melihat hasilnya, dan untuk prosesnya saya tidak bisa mengamati secara langsung

S : Apakah jenengan bisa memaksimlkan penerapan metode kooperatif learning ketika belajar online ?

D : saya tetap berusaha memaksimalkan kooperatif learning dalam hal ini dalam beberapa tugas saya tetap melakukan pembagian kelompok yang terdiri dari siswa yang memiliki kemampuan yang berbeda-beda.

S : Apakah tidak adanya face-to-face ketika belajar online dirasa tidak memaksimalkan karakteristik dari kooperatif learning ?

D : ya pernyataan itu memang benar, ada beberapa syarat kooperatif learning yang kita tidak lakukan seperti mengamati komunikasi antar kelompok, saya tidak bisa melakukan intervensi dan memaantau proses diskusi di dalam kelompok.

S : Bagaimana proses pembagian kelompok apabila ada materi yang mengharuskan untuk dkerjakan secara berkelompok ?

D : Saya bagi siswaa dalam kelompok kecil yang terdiri dari siswa yang memiliki kemampuan berbeda beda, tujuan nya adalah mereka dapat saling melengkapi atau saling berdiskusi

S : Apa Kendala yang bapak hadapi ketika menerapkan kooperatif learning saat pembelajaran online ?

D : kendala yang saya alami adalah , materi harus di modifikasi, kemudian aktifitas kelompok juga harus dimodifikasi sesuai kemampuana dan keadaan mereka.

3. LESSON PLAN

Subject/ Grade	Global Context					
	Identities and Relations hip	Orientati on in Space and Time	Personal and Cultural Expressio n	Scientific and Technical Innovation	Globalization and Sustainability	Fairness and Developm ent
English/ 7	Unit: Greeting, leave- taking, thanking, and apologizi ng Explorati on: Understa	Unit : My family is very meaningf ul Explorati on: Telling about the character of family members	Unit : Daily Activities Explorati on: Understa nding and composin g a nominal and verbal	Unit : How important obeying a law in our life. Exploration: Understandi ng, composing, and responding	Unit : Asking and giving for information wisely Exploration: Understandin g, composing, and responding for information by paying	Unit: What are you doing? Exploratio n: Understan ding, composing, and responding for informatio

	<p>nding, composing, and responding greeting, leave-taking, thanking, and apologizing</p> <p>Key Concept: Communication</p> <p>Related Concept: Purpose, Message, and Context</p> <p>SOI: Greetings, leave-taking, thanking, and apologizing are the way of communication that purposed to show identities and relationships</p>	<p>by connecting to the elements of use and function "to be (is, am, are, was and were)".</p> <p>Key Concept: Connection</p> <p>Related Concept: Structure and Word Choice</p> <p>SOI: Telling about the character of family members by connecting to the elements and functions of "tobe", space, time, and structure of the text and word</p>	<p>sentence to tell personal's and one's daily activity in the form of "present tense"</p> <p>Key Concept: Creativity</p> <p>Related Concept: Structure and form</p> <p>SOI: A culture can form a person's habit that influences personal and creativity in a certain context.</p> <p>Unit :</p>	<p>command and suggestion.</p> <p>Key Concept: Communication</p> <p>Related Concept: Meaning, purpose, context, and audience</p> <p>SOI: The delivery of how important obeying a law in our life need to be communicated scientifically and technically to make audiences realize meaning and purpose in their life.</p>	<p>attention to the use of "there is, there are, there was and there were".</p> <p>Key Concept: Culture</p> <p>Related Concept: Purpose, structure, context and word choice</p> <p>SOI: Paying a purpose, structure, context, and word choice carefully in giving information is an important element in the globalization and sustainability era.</p>	<p>n by paying attention to the element of "present continuous tense".</p> <p>Key Concept: Culture</p> <p>Related Concept: Purpose, form and pattern</p> <p>SOI: The purpose, form, and pattern of development self are related to our culture and what we are doing now.</p>
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	ips to share messages related to a certain context.	choice	<p>Self-respect is in your words and fingers</p> <p>Exploration: Understanding and expressing politeness by paying attention to a certain religion and culture.</p> <p>Key Concept: Culture</p> <p>Related Concept: Meaning, Context, and Audience</p> <p>SOI: Politeness by paying attention to a certain religion, culture, meaning,</p>			
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			and context, and the audience is part of self-respect.			
	Global Context					
Subject/ Grade	Identities and Relationship	Orientalion in Space and Time	Personal and Cultural Expression	Scientific and Technical Innovation	Globalization and Sustainability	Fairness and Development
English/8	Unit: Who's your idol? Exploration: Understanding and composing comparative and superlative degree. Key Concept: Communication	Unit: We are going on holiday Exploration: Telling about a holiday by paying attention to the elements and function "present continuous and future tense"	Unit : Meaningful experiences Exploration: Understanding and composing a recount text by paying attention to the use and function of "past tense"	Unit : Taking care of yourself and the planet! Exploration: Understanding vocabulary related to sport, health, basic nutrition, synonyms, and antonyms and composing conditional	Unit : Respecting opinion each other Exploration: Understanding and responding opinions and composing a descriptive text by paying attention to the use of "present tense". Key Concept:	Unit : Helping Other People Exploration: Understanding and expressing politeness by paying attention to a certain religion and culture. Key Concept: Culture

	<p>Related Concept: Purpose, Message, and Context</p> <p>SOI: The similarity of idol can be a way of communication that purposed to show identities and relationships to share messages related to a certain context.</p>	<p>Key Concept: Connection</p> <p>Related Concept: Function Structure and Word Choice</p> <p>SOI: Telling about a holiday by connecting to the elements and function of "present continuous and future tense, space, time, structure, and word choice.</p>	<p>Key Concept: Creativity</p> <p>Related Concept: Form, context and point of view</p> <p>SOI: A person's past experiences can form a person's perspective that influences personal and creativity in a certain context.</p>	<p>sentences</p> <p>Key Concept: Communication</p> <p>Related Concept: Meaning, purpose, context, and audience</p> <p>SOI: The delivery of how important taking care of self and the earth need to be communicated scientifically and technically to make audiences realize meaning and purpose in their life</p>	<p>Culture</p> <p>Related Concept: Purpose, structure, context and word choice</p> <p>SOI: Paying a purpose, structure, context, and word choice in giving and asking opinions is an important element in the globalization and sustainability era.</p> <p>Unit : My Global Village</p> <p>Exploration: Expression to talk about the future houses and weather by paying attention to</p>	<p>Related Concept: Meaning, Context, and Audience</p> <p>SOI: Helping each other in an appropriate context is politeness in religions and culture to develop the human values to create a peaceful world.</p>
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					<p>the use of “future tense and degree comparison”.</p> <p>Key Concept: Culture</p> <p>Related Concept: Purpose, structure, context and word choice</p> <p>SOI: Paying a purpose, structure, context, and word choice in giving and asking opinions is an important element in the globalization and sustainability era to create peaceful global village in the future..</p>	
	Global Context					
Subject/ Grade	Identities and Relations	Orientati on in Space and	Personal and Cultural	Scientific and Technical	Globalization and Sustainability	Fairness and Developm

	hip	Time	Expression	Innovation		ent
English/9	<p>Unit: Who's your idol and who's your hero?</p> <p>Exploration: Understanding and composing comparative and superlative degree.</p> <p>Key Concept: Communication</p> <p>Related Concept: Purpose, Message, and Context</p> <p>SOI: The similarity of idol and hero can be a way of communication that</p>	<p>Unit: What a wonderful day, what a wonderful vacation</p> <p>Exploration: Telling a wonderful vacation by paying attention to the "present tense, past tense and question tag"</p> <p>Key Concept: Connection</p> <p>Related Concept: Function Structure and Word Choice</p> <p>SOI: Describing a wonderful</p>	<p>Unit : What have you done lately?</p> <p>Exploration: Understanding and telling a text by paying attention to the use and function "present perfect tense, since vs for "</p> <p>Key Concept: Creativity</p> <p>Related Concept: Form, context and point of view</p> <p>SOI: A person's past experiences can</p>	<p>Unit : Ways of to solve disaster</p> <p>Exploration: Understanding vocabulary related to articles, pamphlets, surveys, and idioms and composing text using much/many, not enough, "will" vs "be going to" and conditional sentences.</p> <p>Key Concept: Communication</p> <p>Related Concept: Meaning, purpose, and audience</p> <p>SOI: The ways of solving</p>	<p>Unit : Ways of living</p> <p>Exploration: Understanding vocabulary related to food and drink label and composing procedure text</p> <p>Key Concept: Communication</p> <p>Related Concept: Meaning, purpose, context, and audience</p> <p>SOI: The ways of sustainable living need to be communicated scientifically and technically to make audiences realize meaning and purpose in their life</p>	<p>Unit : What an inspired folklore</p> <p>Exploration: Understanding and composing a narrative text by paying attention to the use and function of "past tense" and coda</p> <p>Key Concept: Communication</p> <p>Related Concept: Structure, pattern and point of view</p> <p>SOI: Effective folklore always uses recognizable writing structure</p>

	<p>purposed to show identities and relationships to share messages related to a certain context.</p>	<p>I day and retelling a wonderful vacation by connecting to the elements and function of "present tense and past tense", space, time, structure, and word choice</p>	<p>form a person's perspective that influences personal and creativity in a certain context.</p>	<p>disaster need to be communicated scientifically and technically to make audiences realize meaning and purpose of the ways.</p>		<p>and pattern of interaction between a personal character that influences and develop audiences' perspective .</p>
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4. PHOTOS

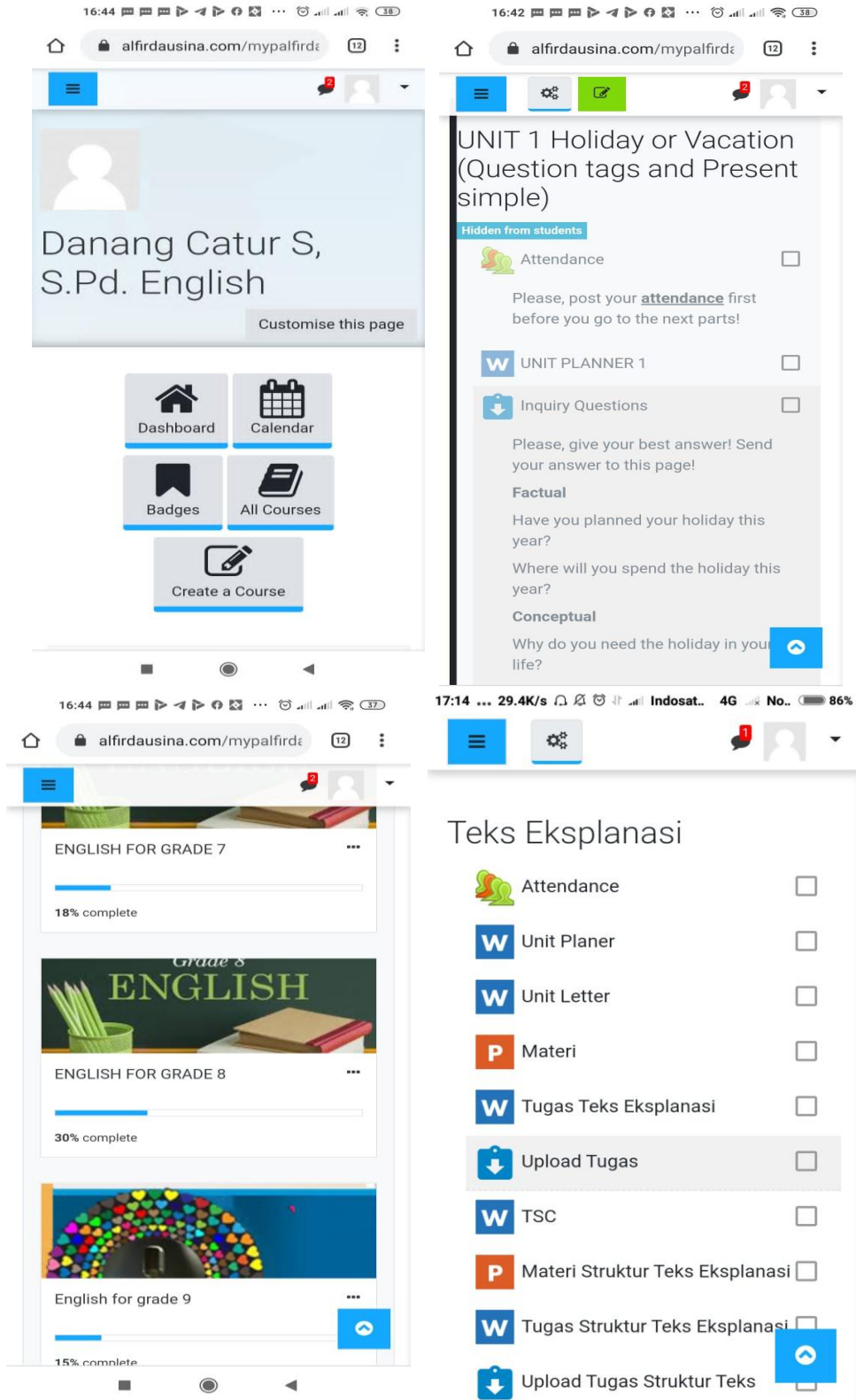
a. Interview



b. Observation

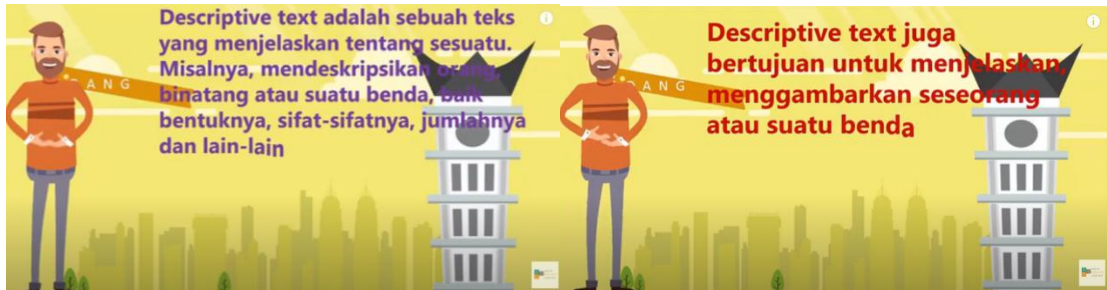


c. Moodle Platform



5. MATERI

a. Descriptive text



Descriptive text adalah sebuah teks yang menjelaskan tentang sesuatu. Misalnya, mendeskripsikan orang, binatang atau suatu benda, baik bentuknya, sifat-sifatnya, jumlahnya dan lain-lain

Descriptive text juga bertujuan untuk menjelaskan menggambarkan seseorang atau suatu benda



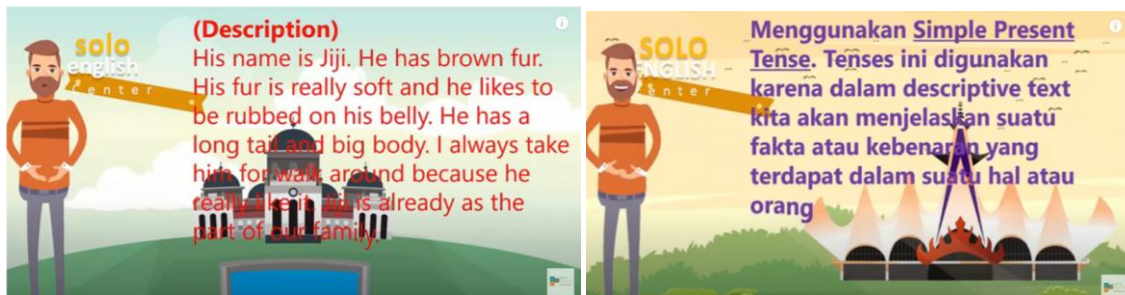
Identification
Bagian identification berisi pembuka dan gambaran umum tentang suatu topik. Identification berfungsi sebagai pengenalan dari apa yang kita sedang jelaskan, supaya para pembaca atau pendengar tidak salah mengerti.

Description
Pada bagian description berisi serentah ciri-ciri umum sampai khusus atau silar-silar yang terdapat dalam benda, orang, atau binatang yang sedang kamu jelaskan. Misalnya ketika kita menceritakan tentang suatu tempat, kita bisa memulai dari keseluruhan ciri dan sebuah tempat tersebut seperti bagaimana pemandangannya, bangunannya, Cuacanya, dan lain lain. Kemudian merujuk ke detail yang khusus yang melengkapi penjelasan umum sebelumnya



Berikut adalah contoh descriptive text dengan judul : My Dog

(Identification)
My dad bought me a dog on my birthday. It is a male golden retriever dog. I really love him as my pet.



(Description)
His name is Jiji. He has brown fur. His fur is really soft and he likes to be rubbed on his belly. He has a long tail and big body. I always take him for walk around because he really like it. It is already as the part of our family.

Menggunakan Simple Present Tense. Tenses ini digunakan karena dalam descriptive text kita akan menjelaskan suatu fakta atau kebenaran yang terdapat dalam suatu hal atau orang

b. Telling experience

The teacher was sent the link of youtube, students asked to learned by their self in home (<https://www.youtube.com/watch?v=IH8hTmhbn-8>)