

ABSTRACT

Hadi, Y.K. (2014). *Students' Perception of the Implementation of Cooperative Learning in English Class*. Yogyakarta: English Language Education Study Program, Department of Language and Arts Education, Faculty of Teachers Training and Education, Sanata Dharma University.

English becomes an essential school subject to learn since it is widely used in the world and becomes the most fundamental aspect of human communication. Considering the importance of English, people, the students of Junior High School 2 Mlati, are required to learn and master English. Therefore, teachers are expected to teach English by using interactive ways. One of the greatest methods to be used is cooperative learning. The goals are to make course topics come alive, to deepen students' knowledge about a topic and to develop particular skills.

There were two research questions to answer, namely (1) What is the 8D class of JHS 2 Mlati students' perception of the implementation of cooperative learning in English class? and (2) How is the implementation of cooperative learning in 8D class of JHS 2 Mlati? Survey method was used in this research. The samples of this research were all the 8D class students of JHS 2 Mlati in the 2013/2014 academic year. They were chosen because of the suggestion from the teacher and they are the best managed class compared to other classes.

In answering the first research question, the researcher used the analyses of the data that were obtained by gathering the students' answers from the questionnaire and conducting an interview involving six students as the samples. Meanwhile, the researcher used the analyses of the data conducted from observations and interview with the teacher to answer the second research question. Therefore, this research was both quantitative and qualitative research.

From the questionnaire distribution and the interview with the students, it was concluded that most of the students (85%) had positive perceptions toward cooperative learning. Cooperative learning gave many benefits to them and helped them to develop their individual and communication skills. Meanwhile, some of the students (15%) had negative responses toward cooperative learning which was implemented in English class. The students' dislikes of the material and/or the English language and the group dynamic were the main problems and made the students perceive cooperative learning negatively. From the class observation and an interview with the teacher, it could be said that cooperative learning implemented in English class fulfilled the characteristics of cooperative learning. The cooperative learning characteristics were implemented through three main activities. The first one was the pre-activity. It covered the teacher's role in delivering and explaining the materials and tasks in cooperative learning. The second activity was the whilst-activity in which the characteristics of the implementation of cooperative learning existed. The post-activity was the teacher's role to conduct material review, to do lesson reflection, and to give assignments and other references for the students.

Keywords: cooperative, implementation, perception, dynamic

ABSTRAK

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Bahasa Inggris menjadi mata pelajaran yang sangat penting sejak digunakannya di seluruh Dunia dan menjadi aspek dasar dalam komunikasi manusia sekarang ini. Dengan mempertimbangkan pentingnya Bahasa Inggris tersebut, siswa SMP Negeri 2 Mlati diharuskan untuk mempelajari dan menguasai Bahasa Inggris. Oleh karena itu, para guru diharapkan untuk mengajar menggunakan menggunakan metode yang interaktif. Salah satu metodenya yaitu cooperative learning yang bertujuan untuk membuat mata pelajaran menjadi menarik, memperdalam pengetahuan dan mengembangkan kemampuan siswa.

Ada dua pertanyaan yang perlu dijawab dalam penelitian ini, yaitu (1) Apa persepsi siswa kelas 8D SMP Negeri 2 Mlati akan diterapkannya metode cooperative learning? dan (2) Bagaimana penerapan cooperative learning di kelas 8D SMP Negeri 2 Mlati? Pertanyaan pertama dijawab menggunakan data dari kuesioner dan wawancara dengan beberapa siswa. Sementara, pertanyaan kedua dijawab dengan melakukan observasi kelas dan wawancara dengan guru. Maka dari itu, penelitian ini bersifat kuantitatif dan kualitatif.

Partisipan penelitian ini adalah siswa kelas 8D SMP Negeri 2 Mlati tahun ajaran 2013/2014. Mereka dipilih didasarkan oleh rekomendasi dari guru dan karena mereka adalah kelas dengan tata kelola terbaik dibandingkan kelas lainnya. Data penelitian diperoleh dengan cara mengumpulkan kuesioner dan melakukan wawancara dengan enam siswa.

Dari data observasi dan wawancara dengan guru, dapat disimpulkan bahwa pembelajaran yang diterapkan di kelas telah memenuhi karakteristik dari cooperative learning. Karakteristik cooperative learning diterapkan melalui tiga aktivitas utama. Yang pertama adalah aktivitas awal, yang mencakup fungsi guru dalam menyampaikan dan menjelaskan materi dan tugas dalam cooperative learning. Yang kedua adalah aktifitas utama dimana karakteristik-karakteristik cooperative learning itu ada. Aktifitas terakhir menunjukkan fungsi guru untuk mengulang materi, mereflesi pembelajaran dan memberi tugas dan referensi pembelajaran lain untuk siswa. Dari penyebaran kuesioner dan wawancara dengan siswa, dapat disimpulkan bahwa sebagian besar siswa (85%) mempunyai persepsi positif terhadap cooperative learning. Cooperative learning memberi banyak keuntungan bagi siswa dan membantu siswa untuk mengembangkan kemampuan individu dan komunikasi mereka. Di lain pihak, sebagian siswa (15%) mempunyai tanggapan negatif terhadap cooperative learning di kelas. Ketidaksukaan siswa pada materi maupun Bahasa Inggris itu sendiri dan dinamika kelompok menjadi masalah yang utama. Itu membuat siswa memberi persepsi negatif terhadap cooperative learning.

Kata kunci: cooperative, implementation, perception, dynamic