USING STUDENT TEAM ACHIEVEMENT DIVISION METHOD TO IMPROVE STUDENT PARTICIPATION IN VIIB ENGLISH EXTRACURRICULAR CLASS OF SMP PL I YOGYAKARTA

A SARJANA PENDIDIKAN THESIS

Presented as Partial Fulfillment of the Requirements to Obtain the Sarjana Pendidikan Degree in English Language Education

By

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DEDICATION PAGE

This thesis is dedicated to

my beloved parents

Emanuel Renwarin and Sri Kilatsih Lusia

Thank you for teaching me

the ultimate lesson about strength, faith, love and hard work.😊
STATEMENT OF WORK’S ORIGINALITY

I honestly declare that this thesis, which I have written, does not contain the work or parts of the work of other people, except those cited in the quotations and references, as a scientific paper should.

Yogyakarta, December 8th, 2014
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ABSTRACT


In order to master the language being learned and create a meaningful learning process, active student participation is needed. However, students of the VIIIB English Extracurricular class in SMP Pangudi Luhur I Yogyakarta were not actively participating in the learning process. The observation results showed that there were two causes of low student participation. The first one was the learning method used by the teacher which did not give enough chance for the students to participate actively. The second one was the characteristics of the students in the 7th grade.

Cooperative learning is an approach which allows students to participate more through small group activities. The researcher applied the Cooperative learning approach in this Classroom Action Research to answer question: To what extent does the use of the Student Team Achievement Division method increase student participation in the teaching learning process of the English extracurricular class?

This research used the Classroom Action Research (CAR) method. The research was implemented on 7th, 14th, 22nd, and 23rd of April 2014. Research respondents were 36 students of VIIIB in SMP Pangudi Luhur I Yogyakarta in the 2013/2014 academic year. The instruments used were observation checklist, field notes, questionnaires, and interview guide. In analyzing the data, the researcher used triangulation technique.

From the data analysis, it was found that the Student Team Achievement Division (STAD) method of the Cooperative Learning Approach facilitated the students to participate actively in the learning process. By applying this method, the student participation was improved based on five basic essential elements in Cooperative Learning. During the research implementation, students learned to lean on others, motivate, encourage and help each other master material presented by the teacher. The students encourage their group members to do their best in order to achieve group goals. They learned to be responsible to their own learning and also others’. Through the students’ active participation in every activity in this method, the students got more chance to take part in learning. Thus, learning became more meaningful and students’ skills were improved.

Keywords: Participation, Student Team Achievement Division, VIIIB students
ABSTRAK

**Renwarin, Fransiska Dwiningsih.** (2014). *Using Student Team Achievement Division Method to Improve Student Participation in VIIB English Extracurricular Class of SMP PL 1 Yogyakarta.* Yogyakarta: Program Studi Pendidikan Bahasa Inggris, Universitas Sanata Dharma.

Agar dapat menguasai bahasa yang dipelajari dan menciptakan proses pembelajaran yang berarti, partisipasi aktif siswa sangat dibutuhkan. Akan tetapi, siswa ekstrakurikular bahasa Inggris kelas VIIB SMP Pangudi Luhur 1 Yogyakarta tidak berpartisipasi aktif dalam proses pembelajaran. Hasil observasi menunjukan bahwa terdapat dua penyebab rendahnya partisipasi siswa. Penyebab pertama adalah penggunaan metode pembelajaran yang tidak memberi kesempatan lebih kepada siswa untuk berpartisipasi secara aktif. Penyebab kedua adalah karakteristik dari siswa-siswi kelas VII.

Pembelajaran kooperatif adalah sebuah pendekatan yang memudahkan siswa untuk lebih banyak berpartisipasi melalui aktifitas-aktifitas dalam kelompok kecil. Peneliti melaksanakan Pembelajaran kooperatif dalam Penelitian Tindakan Kelas ini untuk menjawab pertanyaan: Sejauh mana penggunaan metode Student Team Achievement Division meningkatkan partisipasi siswa dalam proses pembelajaran di kelas ekstrakurikular bahasa Inggris?


Dari hasil analisis data, ditemukan bahwa metode Student Team Achievement Division memudahkan siswa untuk dapat berpartisipasi aktif dalam proses pembelajaran. Dengan menerapkan metode ini, partisipasi siswa meningkat berdasarkan lima unsur pokok dalam Pembelajaran Kooperatif. Selama pelaksanaan penelitian, siswa-siswa belajar untuk bergantung pada yang lain, memotivasi, menyemangati dan membantu satu sama lain untuk menguasai materi yang dijelaskan oleh peneliti. Siswa mendukung anggota kelompoknya untuk melakukan yang terbaik dalam rangka mencapai tujuan kelompok. Mereka belajar untuk bertanggungjawab terhadap hasil belajar diri sendiri dan orang lain. Melalui partisipasi aktif siswa dalam metode ini, siswa mendapat kesempatan lebih untuk mengambil bagian dalam proses pembelajaran. Dengan demikian pembelajaran menjadi lebih berarti dan kemampuan-kemampuan siswa semakin berkembang.

*Kata kunci:* Participation, Student Team Achievement Division, VIIB students
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CHAPTER I

INTRODUCTION

In this chapter, the researcher provides the informational background and rationale of the research. It includes the research background, research problem, problem limitation, research objectives, research benefits and definition of terms.

A. Research Background

Learning languages is now becoming a compulsory demand of people in the globalization era. As the means of communication, language plays an important role in human’s life. It connects people, even those from different countries across the world.

The acquisition of international language is needed to communicate with other people with different native languages. Therefore, the demand of mastering English as one of the international languages is also improving. In Indonesia, students are taught English in all levels of education, starting from kindergarten up to the university level.

In *SMP Pangudi Luhur* 1 Yogyakarta, the students from grade 7 to 9 are taught English as a compulsory subject based on the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) curriculum and as an extracurricular activity after school to improve their English proficiency. The 7th grade students of English extracurricular class are 11 to 12 years old which are considered as adolescent learners. Every classroom has 36 to 40 students. It is quite large for a good number of students in a classroom.
The VIIB English extracurricular class in SMP Pangudi Luhur I Yogyakarta consists of 36 students with different backgrounds. Those students are adolescents that are dealing with the changes in their body and mind. According to Nunan (1995) “teenagers are young adult whose ages range between twelve and eighteen or so; they are an age of transition; they are in between childhood and adult” (as cited by Setiyadi, 2006, p. 181).

Teaching English to adolescents is challenging since adolescence is the crucial time when many changes happen physically and emotionally. Lounsbury (2000) defines adolescence as “a time of unprecedented growth and change for young people” (as cited by Salyers & McKee, 2009, p. 1). This is the stage where the teacher has to be carefully capable in controlling the students and keeping them to be focused on the learning by giving the materials that are interesting and easy to be learned. Otherwise, the students will get bored easily and out of focus due to the unstable emotion and the feeling of curiosity.

In class VIIB, the teacher tended to use the teacher-centered teaching method in almost all the meetings. In this method, most of the activities in the classroom were done by the teacher. The activities were teacher’s explanation about the material, question and answer session, and written or spoken tasks. Firstly, the teacher gave explanation about the material by using power point presentation as the media. Then, the teacher asked questions orally to the students to check their understanding and continued the lesson by giving exercises to the students. When the teacher asked questions to the students, the teacher could only give the opportunity for some of the students to answer the questions. It indicated
that the teacher did most of the activities in the learning process and gave small chance for the students to participate more. As a result, the students were very noisy during the lesson. Some of the students would quickly finish the task and started to do something else. The other students were shouting and talking to their friends behind them. There were also some students who came to the teacher to get explanation about several questions. However, they would start talking to other students again as soon as they got the explanation. The situation of the class was uncontrollable. When the English extracurricular teacher asked them to sit and keep silent, the students would sit nicely, but it did not last longer than 10 minutes.

After evaluating the students, the researcher found out that basically most of the students in this class were active and smart. They were fast learners who could easily understand the materials given by the teacher. However, the researcher also found that the adolescent learners like VIIB students would be influenced by the changing of their emotions and get bored easily. When they were not interested in the material given or not given enough chance to participate in the activities, the students would not pay attention to the teacher and were not even engaged in the learning process. It showed that the emotional climate of the students also plays an important role in teaching the adolescents. It is further explained by Hamachek (1985) that the social-emotional climate of a classroom can also make a big difference in how a student performs academically and adjusts socially within a school environment.
According to Harmin and Toth (2006), “when the students show up with the emotion, there are four different types of students; the fully active learners, the responsible students, the half hearted workers, and the work avoiders” (p. 12). The same types of students can also be found in the VIIB English extracurricular class. To deal with these different types of students, the teacher must have the knack to increase the students’ motivation to participate in the learning process. The teacher must create a way that could attract all of the four types of students to love their lesson more and participate actively.

In VIIB English extracurricular class, the students did not really participate in the learning process because they were not motivated to do so. The researcher also found that not every student in the classroom was given enough opportunity to participate. “Students in their adolescence will respond well to opportunities for creative expression, given a supportive environment and an experiential background” (Department of Education of Government of Newfoundland and Labrador, p. 6). If the teacher cannot provide interactive and interesting teaching strategies in dealing with adolescent learners, the teacher will probably lose the control of the classroom.

Therefore, the teacher needs to give the same chance for every student to participate. The teacher should also create a positive learning environment which triggers and enhances the students’ participation in the classroom. The activities which are planned must be adequate with the amount of time given and involve every student’s participation.
In this research, the researcher used the cooperative learning approach to improve the student participation. In the cooperative learning approach, as stated by Richards and Rodgers (2001), “the primary role of the learner is as a member of a group who must work collaboratively on task with other group member. Learners have to learn teamwork skills. Learners are also directors of their own learning. They are taught to plan, monitor, and evaluate their own learning. Thus, learning is something that requires students’ direct and active involvement and participation” (p. 199).

Referring to Richards and Rodgers’ (2001) explanation, the researcher expected that cooperative learning could improve the students’ participation through the active involvement in every activity planned. The researcher also focused on applying the cooperative learning approach through the reading skill. The researcher chose reading skill regarding the students’ ability in reading that still needed to be improved. The students’ mastery of vocabulary was also very low. As an example, when the teacher gave the students work, the students would ask the teacher about the meaning of most of the words, even the simplest one such as ‘where’ and ‘when’. It was not because the students were not smart, but they were too lazy to open their dictionary or memorize the word, so they leaned on to the teacher all the time. This example was also the reason for the researcher to choose the Student Team-Achievement Division method as the way to improve student participation in the VIIB English extracurricular class. In this method the student would be working together with their group mates so they could help each
other to improve themselves. They should try to solve the problem on their own with the help from their friends.

B. Research Problem

The researcher formulates the following question which is based on the research background:

To what extent does the use of the Student Team Achievement Division method increase student participation in the teaching learning process of the English extracurricular class?

C. Problem Limitation

The researcher conducted this research in the Class VII B of SMP Pangudi Luhur 1 Yogyakarta in academic year 2013-2014 to improve the student participation in English extracurricular class. This class consisted of 36 students. In improving the participation of the students, the researcher used cooperative learning approach which engaged the students to participate more through a group work. The method for the cooperative learning approach used in this research is the Student Team Achievement Division method. The students’ participation will be observed by the researcher and an observer who is also the supervisor of English extracurricular program. The students are considered participating when the students do each activity in the Student Team Achievement Division method, discuss their work with their friends, respond to the teacher’s questions, and ask questions to the teacher. In this research, the researcher focused on reading skill regarding the students’ low vocabulary mastery. The researcher observed the use
of the Student Team Achievement Division method to improve the student participation through reading material narrative text.

D. Research Objectives

The objective of this research is to overcome the low participation of students of VIIB SMP Pangudi Luhur I Yogyakarta in English extracurricular class. The Student Team Achievement Division method in Cooperative Learning approach is implemented in order to improve the student participation. The aim of the implementation is to identify to what extent the Student Team Achievement Division method improves the students of class VIIB in SMP PL Yogyakarta’s participation in English extracurricular class. By using the STAD method, it is expected that the students will be encouraged to be more active in participating in the learning process.

E. Research Benefits

This research presents several benefits. The benefits of the research are expected to give contribution to the people as follows:

1. Class VIIB Students of SMP Pangudi Luhur I Yogyakarta

By applying the STAD method, the students are expected to be able to increase their participation in the English extracurricular class. It can enhance students’ motivation and create a positive affective classroom climate. The students are given the chance to succeed as a team, in which each of them will encourage their teammates to excel and will help them to do so. The students will also directly do the learning through the group discussion, peer interaction, individual test and group processes. The learning will be more meaningful and
memorable for the students because according to Richards and Rodgers (2001) cooperative learning approach applied requires a structured program of learning which carefully designed so that learners interact with each other and are motivated to increase each other’s learning.

2. The Teacher of English Extracurricular class of SMP Pangudi Luhur Yogyakarta

The research is beneficial for English teachers, especially the English teacher for extracurricular classes in SMP PL 1 Yogyakarta. The teacher will be able to find that the STAD method can be applied in English extracurricular class in order to help the students improve their participation in the learning process.

3. The Other Researchers

The other researchers who are interested in the same topic may use the results of this research as their reference to write their research in accordance with the use of the STAD method to improve the student participation.

F. Definition of Terms

To provide a better understanding of the content of the research, some terms used in the study are defined as follows.

1. Student Team Achievement Division

In this research, the researcher used the Student Team Achievement Division (STAD) method. According to Slavin (1990), in the STAD method students are assigned to four-member learning groups that are mixed in the performance level, gender and ethnicity. Students have to work together to achieve shared goals. After the teacher presents a lesson, the students work within
their groups to make sure that all group members have mastered the lesson. The students should help each other in the group work; however, when they take individual quizzes they may not help each other.

2. Cooperative Learning Approach

According to Richards and Rodgers (2001), “Cooperative learning is an approach to teaching that makes maximum use of cooperative activities involving pairs and small groups of learners in the classroom” (p. 192).

3. Student Participation

Student engagement has been defined by Kuh as “participation in educationally effective practices, both inside and outside the classroom, which leads to a range of measurable outcomes” (as cited in Trowler, 2010, p. 7). It is also defined by Krause and Coates as “the extent to which students are engaging in activities that higher education research has shown to be linked with high-quality learning outcomes” (as cited in Trowler, 2010, p. 7).

In this research, the student participation implies a condition in which class VIIB students of SMP PL I Yogyakarta are actively engaged in the learning activities such as reading, discussing, sharing and deeper thinking.

4. VIIB English Extracurricular Class Students in SMP PL I Yogyakarta

VIIB is one of the classes in SMP PL I Yogyakarta which has English extracurricular class as an after-school activity. This class consists of diverse group of students with multiple backgrounds. There are 36 students in this class. Their ages are around 11 to 12 years old. Most of them are smart and fast learners; however, not all of them are participating in the English learning process. Besides
they have no motivation to participate, the opportunity given to participate is also limited. Therefore, the STAD method which will help them to improve their participation in the learning process through the peer interaction, cooperation, and communication was chosen as the solution to their problem.

5. Classroom Action Research

Fraenkel and Wallen (1990) state that “action research is a research conducted by one or more individuals or group for the purpose of solving a problem or obtaining information in order to inform local practice”. Fraenkel and Wallen add that action research rooted in the interests and needs of practitioners. Burns (1990) states that “action research involves taking a self-reflective, critical and systematic approach to exploring your own teaching contexts” (p. 2). Therefore, in action research the teacher become an investigator or explorer of his or her own teaching contexts.

6. Approach, Method and Technique

According to Setiyadi (2006), “an approach is a set of correlative assumptions dealing with the nature of language and the nature of language learning and teaching” (p. 8).

Based on Anthony’s model as cited by Richards and Rodgers (2001) that “approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented; technique is the level at which classroom procedures are described.”
CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher presents the theoretical description and theoretical framework of the research. The theoretical description section covers the elaboration of each theory related to the research topic, namely the elaboration of teaching adolescents, student participation, and the Cooperative Learning Approach. In the theoretical framework, the researcher describes how the theories are employed in the research.

A. Theoretical Description

In this part, the researcher discusses three topics to strengthen the results and findings of the research, i.e. teaching adolescent, student participation, and the Cooperative Learning Approach.

1. Teaching Adolescents

This part discusses two theories of teaching adolescents related to this research. They are nature of teaching adolescents and characteristics of adolescents.

a. Nature of Teaching Adolescents

Teaching adolescents is always becoming a challenging experience. Teacher cannot directly teach the young adult students or the adolescents without having the knowledge about their natural condition. Without understanding their nature of growth, both physically and emotionally, the teacher will not have enough basic to teach them and becoming their adviser in the learning. At first,
the teacher has to understand them by trying to know them and find out what the
students really need. Setiyadi (2006) states that “since they are in the age of
transition from childhood to adult, some assumptions about teaching English to
children apply to teaching them and to some extent assumptions about teaching
adults may also work for this group”. This emphasizes the teacher’s duty to decide
what kind of teaching model which might be applicable for the adolescent
students.

Many adolescent students are immature because they are still in the early
adulthood. They are in need of support from their environment, especially from
their family and school to face the conflicts and confusions that arise in their
adolescence. According to Clark and Starr (1991), “the adolescents need a
transitional program like that of the middle school rather than the complexities of
the high school departmentalized program” (p. 24). The teaching program applied
should not be complicated even though in this age of transition, the students are
starting to understand the concepts of formal abstract knowledge. As explained by
Setiyadi (2006), “teenagers have more increasing capacities for abstraction as a
result of intellectual maturation. They are more ready to learn the target language
without the absence of physical object because they are already good at handling
abstract rules and concepts” (p. 182). This characteristic will help the teacher to
determine a suitable language teaching method of technique for the adolescents.

The teaching given should not also stop their creativity. The adolescents
tend to regard school as their enemy because of school’s rules that tend to limit
their creativity. Clark and Starr (1991) state that “for the students schools are
likely to be sources of frustration, failure, humiliation, and punishment as well as presenting opportunities for social growth, pleasure, learning skills and knowledge, and gaining experience in the art of becoming adult” (p. 23).

Socially, adolescents, 11 to 18 years old students, are more vulnerable than any other age group. Since they are entering a new world, the adolescents are still unsure about their position and they need to adapt. The adolescents call for much support from the family and school, as well as the support from their friends. In this moment, the teacher has the full responsibility to guide and support them because their friends are still adolescents who need guidance too. According to Clark and Starr (1991), “sympathetic guidance at this point is most critical because it is at this time that one begins to form one’s value, life view and mode of living” (p. 24).

They need support from their friends because self-recognition between their friends is also important. For the adolescent students, social relationship is more likely to be the part of recognizing themselves. Many learning activities are better done in pair or even in group. It is because through the pair and group work, adolescent students can learn both directly and indirectly with the help of their friends as the model. As stated by Hamachek (1985), “the participants’ primary motivation is not necessarily to know others, but to know themselves through feedback from others”.

As the growth of the adolescent students, a peer group involvement takes big contribution in the development of the social and cognitive skill of young adult students. According to Hamachek (1985), “at least six important functions
have been identified that are most directly associated with peer group involvement”. They are as follows:

a. To some extent, peer group takes the place of the family.
b. Peer group membership is a useful stabilizer during a period of rapid transition.
c. The peer group can be an important source of self-esteem in the sense of being important to someone outside the family.
d. The peer group insulates and protects adolescents to some extent.
e. The peer group provides the opportunity to practice by doing.
f. The peer group offers a psychosocial model that many parents simply cannot provide.

The involvement of peer group relations can be the inspiration of teachers to make the learning process becomes more memorable and enjoyable for the students through group learning. It may also suitable for the nature of the adolescent students, in which the learning environment must be a place where the students want to be and creatively developed through the process of learning. Dealing with the situation, the researcher suggested cooperative learning as a teaching approach that maybe applicable for the adolescents learners to improve their participation. Glasser (1990), states that “cooperative learning is a way to make the classroom a place learners want to be. Classrooms emphasizing cooperative learning motivate all learners to engage in learning activity” (as cited by Borich, 1996:511). It may also give good result to the learning process because in cooperative learning, the idea is that the students want to succeed as a team, so they should encourage their teammates to excel and help them to do so.
b. Characteristic of Adolescent

Adolescence is actually a remarkable and complex period of human growth (Hamachek, 1985: p. 93). Hamachek (1985) states that “in this period, boys and girls move from childhood to young adulthood. They experience changes in themselves that influence their behaviour and life. Practically every aspect of a growing youngster’s physical being, emotional functioning, social existence, and cognitive ability is subject to change” (p. 93). They are starting to experience some physical changes and their socially friendship become more important and deeper. According to Clark and Starr (1991), they are facing many conflicts and moment of indecision. At one side, they may searching for self-actualization independently as young adult, but on the other side they may feel confused, afraid, and need assurance as children. As they enter early adolescence, they encounter personal, social, educational, and vocational problems that they are incapable of analyzing and logically solving.

As a teacher, if we understand the characteristics and reasons behind the adolescents’ behavior, we may, as well becoming big help for them to find solution for their problems. Firstly, as their teacher we need to understand and know our students’ personality. Then the teacher should approach them and create friendly atmosphere between teacher and students in order to get their trust. According to Clark and Starr (1991), “the early adolescent, now more descriptively called a transescent, confused by the mysteries of physiological changes and concerned over the development of secondary sex characteristic and new social and emotional pressures, need strong support, not only from home but
also from school (p. 23)”. The support from the teacher can be the way the teacher understands about the problem and rebellion that they make. Their level of maturity is different. Some of the students look mature enough to face their changes in body and mind, but the others maybe are not ready yet and still childish like. Clark and Starr (1991) state that “Consequently, adolescents tend to be emotional, moody, and flighty – a combination of naivete and sophistication” (p. 23). The Teacher has to understand those situations and that in this period of time some of the adolescents may try to create problems and rebellion because of their feeling of uncertainties and confusions. As their guidance, the teacher has to give them support and encourage them.

2. **Student Participation**

In this part, the researcher discusses two theories of student participation. They are definition of student participation and strategies to improve student participation.

a. **Definition**

Siragusa (2000) defines involvement or participation as involving learners in the instructional process by having them perform activities. Even though the one who can control the level of the learners’ participation are themselves, through engaging activities which have clear and direct relationship to the real-life task, the learners’ involvement are more likely to be encouraged and improved.

According to Borich (1996), “engagement rate is the percentage of time devoted to learning when students is actually on tasks, engaged with the instructional materials and benefiting from the activities being presented.
Students’ enthusiasm, involvement and willingness to participate affect the quality of class discussion as the opportunity to learning”.

b. Strategies to Improve Student Participation

Davis (1993), states that “there are several tactics to increase student participation that have been adapted by the researcher to teaching Junior High School students” (p. 107). They are as follows:

a. Create opportunities for all students to talk in class
   The longer a student goes without speaking in class, the more difficult it will be to speak up. Use small-group or pair works so that all students can participate in non threatening circumstances.

b. Limit your own comments
   Avoid the temptation to responds to every student’s contribution. Instead, allow the students to develop their ideas and respond to one another.

c. Periodically divide students into small groups.
   Students might find it easier to speak to group of three to four. Once students have spoken in small group, they may be less hesitant to speak to the class as a whole.

d. Assign roles to students
   Ask two or three students to lead a discussion session in the classroom.

e. Use tokens to encourage discussion
   In this research, the tokens will be obtained when the student have achieved their goals.
Emmer et al. (1994) has also provided the following suggestions for teachers to promote student engagement:

a. Set rules that let pupils attend to their personal and procedural needs without obtaining teacher’s permission each time.

b. Move around the room to monitor pupils’ seatwork and to communicate your awareness of students’ progress.

c. Ensure that independent assignments are interesting, worth-while, and easy enough to be completed by each pupil with the teacher’s direction.

d. Make abundant use of resources and activities that are at, or slightly above, a student’s current level of functioning. (As cited by Borich, 1996).

According to Freire and Macedo (1987), education is meaningful to the extent that it engages learners in reflecting on their relationship to the world they live in and provides them with a means to shape the world (as cited by Larsen-Freeman, 2000). In order to obtain students participation in the learning process, the teacher should also provide functional learning materials that give the students vision of their world, environment or things around them that are meaningful and related to them.

3. Cooperator Learning Approach

This part discusses four theories of the Cooperator Learning approach related to this research. They are definition of Cooperator Learning, essential components in Cooperator Learning, and goals of Cooperator Learning and the Student Team Achievement Division Method.

a. Definition of Cooperator Learning

As explained by Richards and Rodgers (2001), “cooperative learning is an approach to teaching that makes maximum used of cooperative activities
involving pairs and small groups of learners in the classroom” (p. 192). Therefore, in cooperative learning approach, the group members are supposed to help each other to succeed the learning process. They work cooperatively between group members instead of competing with each other. As stated by Larsen and Freeman (2000), “cooperative learning essentially improves students learning from each other in group. 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” (p. 164).

In cooperative learning, all of the students as the members of group have to take part in doing the assigned task from the teacher. They work together to find the solution for their work. Each of them are given the chance to actively participate in group learning and given the responsibility to take part in the learning process. Richard and Rodgers (2001), state that “Cooperative learning is viewed as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom methods” (p. 193).

As the opposite, the traditional models of classroom learning where the teacher became the center of learning process that also proposed competition between students, would only help the majority students, while the minority students would not get the chance to participate. Richards and Rodgers (2001), describe that “educators were concerned that traditional models of classroom learning were teacher-fronted, fostered competition rather than cooperation, and favored majority students” (p. 192). The minority students may be left behind in this learning environment. In this context, cooperative learning is formed to help
the teacher to build positive relation among students and also replace the competitive organizational structure of most classrooms and school with team-based, high-performance organizational structure (Richards and Rodgers, 2001).

According to Hamachek (1985), “warm, stimulating, interpersonal classroom relations not only facilitate current learning, but also foster positive attitudes toward future learning” (p: 402). In this context, the teacher as the facilitator of learning has to create structured and interesting tasks in the teaching process so that the students will be stimulated to do the learning. In cooperative learning, the students not only have to learn teamwork skill but also become the director of their own learning. They learn to plan, monitor and evaluate their own learning. Thus, learning is something that requires students’ direct and active involvement and participation (Richards & Rodgers, 2001).

b. Essential Components of Cooperative Learning

According to Johnson and Johnson’s model (as cited by Gillies et al., 2008), cooperative learning is instruction that involves students working in team to accomplish a common goal, under conditions that include these elements; namely Positive Interdependence, Individual Accountability, Face-to-Face Promotive Interaction, Interpersonal and Small Group Skills, and Group Processing. Here are the explanations of the five essential elements.

1). Positive Interdependence

Group members should rely on one another to achieve their shared goal. They have to realize the importance of each member since they personally will fail if any group member fails to do their parts.
2). Individual Accountability

Each member of the group has the responsibility to do their part of work in the group or individual tasks, and to master all of the materials which should be learned by the students.

3). Face-to-face Promotive Interaction

Not all of the activities in cooperative learning will be done in a group work. However, when there are group work activities, there have to be promotive interactions between students to promote their productivity such as providing feedback for one another, teaching and encouraging one another, sharing and evaluating group work.

4). Interpersonal and Small Group Skills

Interpersonal and small group skills are very important in the group work activities. The group will not function effectively without the use of collaborative skills such as instructorship, decision-making, trust-building, communication, and conflict-management skills.

5). Group processing

In group processing, the group members should discuss how well they have achieved their goals and maintained effective working relationships among members. They should discuss the way to improve their performance in learning.

c. Goal of Cooperative Learning

Johnson et al., (1981), and Slavin (1983) have the same perspective that “cooperative goal structures create a situation in which the only way group members can attain their own personal goals is if the group is successful” (as cited
by Slavin, 1990:16). In this context, group member should help the group mates to
do things that can help their group to succeed, for example by encouraging their
group mates, improving their own mastery of materials etc., in order to achieve
their personal goal.

When one member fails to do his or her responsibility, it will become the
failure for every member of the group. This is when each member should work
together to achieve shared goals and they work together to maximize their own
and each other’s learning. Johnson and Johnson (as cited by Gillies et al, 2008)
called this “we sink or swim together”.

According to Richards and Rodgers (2001), in language teaching
cooperative learning has goals such as:
a. To provide opportunities for naturalistic second language acquisition through
   the use of interactive pair and group activities.
b. To provide teachers with a methodology to enable them to achieve this goal
   and one that can be applied in a variety of curriculum settings.
c. To enable focused attention to particular lexical items, language structures,
   and communicative functions through the use of interactive task.
d. To provide opportunities for learners to develop successful learning and
   communication strategies.
e. To enhance learner motivation and reduce learner stress and to create a
   positive affective classroom climate.

Based on the goals of cooperative learning from Richard and Rodgers, the
researcher draws description that when the students learn interactively in pair or
group work, they will learn from their friends indirectly. Their friends should
become their model and also encourage them to succeed. This is when the
acquisition of language happens naturally. Every student has the same chance in
taking part in the learning process. Each of them has been given group and
individual tasks to complete which becomes their responsibility as individual or as
a group member. They have to develop good cooperation and communicative skill within the group members. Each student also has to act as resources to each other so that they can create more active roles in their learning.

Based on the fifth point of Cooperative Learning goals by Richard and Rodgers, we understand that Cooperative learning can be used to enhance students’ motivation. The adolescents tend to have fear, confusion and even stressful emotion in learning process. By using the cooperative learning approach, the positive environment is proposed to them in order to reduce their stress through group work and participation.

d. Student Team Achievement Division Method

There are several methods of the Cooperative Learning approach that are used in teaching, namely Student Team Learning, Student Team Achievement Division (STAD), Teams-Games-Tournament, Jigsaw, Team Accelerated Instruction, Cooperative Integrated Reading and Composition, etc. In this research, the researcher is going to use STAD or Student Team Achievement Division as the cooperative learning method in improving student participation.

According to Slavin (1990), “the Student Team Achievement Division is a learning method in which students are assigned to group of four students that are mixed in performance level, gender, and ethnicity” (p. 5). In the STAD method, the teacher presents the lesson to the students. Students have to work in their group to make sure that every member has comprehended and mastered the material. The students later have to take individual quizzes on the material and
their result will be added to the group score for the recognition of the groups. When the group meets certain criteria, they will be given rewards.

According to Slavin (1990), the main idea behind Students Team-Achievement Division is to motivate students to encourage and help each other to master skill presented by the teacher (p. 6). In this context, each student definitely has to take part in the learning process. Their friends act as the supporter and also their observer, because besides giving encouragement to other group mates, group member also has the role as the supervisor of their friends learning. As described by Slavin (1990), the students must encourage their teammates to do their best, expressing norm that learning is important, valuable, and fun (p. 6). Even though teamwork is essential in STAD method, when the students do their individual quizzes, they cannot help each other. This is when the students use their own understanding of the material which they learn in group activities with their group mates before. Since there is an urge for every member to master the material and help each other, from five essential elements of cooperative learning, the individual accountability of each student is mostly needed.

Slavin (1990), states that “this individual accountability motivates students to do a good job in explaining to each other, as the only way for the team to succeed is for all team members to master the information or skill being taught”. As stated by Richards and Rodgers (2001), individual accountability involves both group and individual performance, for example, by assigning each student a grade on his or her portion of a team project or by calling on a student at random to share with the whole class, with group members, or with another group.
According to Slavin (1990), STAD consists of five major activities. They are class presentation, group discussion, individual quiz, individual scores, and team recognition.

1). Class Presentation.

In class presentation the teacher presents the materials to be learned and the explanations about the materials to the students. The students should pay careful attention during the class presentation because the knowledge acquired will help the students to do well on their quizzes.

2). Teams or Study Group

In this activity, the students will gather in group with their group members and do tasks given by the teacher. In group work, the students should encourage, teach and help each other to master the material learned. In group work, the other students who have less knowledge can learn from their friends.

3). Individual quiz

In this activity, each student will have to do quiz provided by the teacher based on the materials which have been learned during class presentations and study group. The students must do their quiz individually without any help from their other members.

4). Individual Improvement Score

According to Slavin (1990), the idea behind the individual improvement score is to give each student a performance goal that can be attained if he or she works harder and performs better than in the past.
5). Team Recognition

In team recognition, the group who earned group average score above the criteria given by the teacher will receive award. The criteria given by the researcher are as written in the table.

<table>
<thead>
<tr>
<th>Criteria of average score</th>
<th>Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below 11</td>
<td>Economy Class Team</td>
</tr>
<tr>
<td>12 to 14</td>
<td>Business Class Team</td>
</tr>
<tr>
<td>15 to 17</td>
<td>Executive Class Team</td>
</tr>
<tr>
<td>18 to 20</td>
<td>First-Class Team</td>
</tr>
</tbody>
</table>

B. Theoretical Framework

This section reviews the relationship between the research conducted by the researcher and the related theory.

English is an international language which is widely used all over the world. Learning English is now becoming a compulsory demand of people since the need of an active communication and technology used across the world are increasing. In learning English, the student participation is a crucial thing. A meaningful learning will only happen if there is engagement or involvement of the students in the activities presented in the learning process.

The students of class VIIB English Extracurricular students in SMP Pangudi Luhur I Yogyakarta had low participation in the English learning process. Even though basically they were smart and fast learner, they did not fully participating in the learning process. This could be influenced by their age group as the adolescents that were facing many changes in body and mind, both physically and mentally. The previous teaching method applied might also
influence their motivation to participate in the learning process. Based on the observation, the researcher found that the students had lower chance to participate in the learning activities done.

Since the students of VIIB English Extracurricular class were not actively participating in the learning process, the researcher proposed one of cooperative learning Approach’s methods as the solution of the problem. It was Student Team Achievement Division method. According to Slavin (1990), the main idea behind Student Team Achievement Division is to motivate students to encourage and help each other master skill presented by the teacher (p. 6). Most importantly, STAD method also acquires students’ individual accountability in which when they do the individual quizzes, students are responsible for their own work. In cooperative learning, the students not only have to learn teamwork skill but also become the director of their own learning. They learn to plan, monitor and evaluate their own learning. Thus, learning is something that requires students’ direct and active involvement and participation (Richards and Rodgers, 2001: 199).

The researcher did the classroom action research to see whether cooperative learning’s method: Student Team Achievement Division was applicable in Class VIIB of English Extracurricular and able to improve the students’ participation. The researcher set an indicator of success in conducting this classroom research. The success is when the student participation in VIIB English extracurricular class were improved through the use of STAD method. Their participation was improved when the students were actively engaged in
doing each activity in STAD, discussed their work with their friends, responded to the teacher’s questions and asked question to the teacher, and gave good performance in study group and individual quiz.
CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher presents the rationale of research method, research setting, research participants, instruments and data gathering technique, data analysis technique, and research procedure.

A. Research Method

This research was conducted in order to improve the student participation and English learning process in the VIIB in English extracurricular class. The methodology used to conduct the research was Classroom Action Research (CAR). According to Burns (2009), one of the main aims of Action research is to identify a problematic situation or issue that the participants—who may include teachers, students, managers, administrators, or even parents—consider into looking more deeply and systematically. She explains further that the central idea of the action part of Action Research is to intervene in a deliberate way in a problematic situation in order to bring about changes, and even better improvement in practice (p. 13). Therefore, in doing the research, the researcher is going to try to manage complex situation or problem in the classroom through the implementation of action research to find the solution for the problem.

The problem in the VIIB of English extracurricular class was the students were barely participating in the learning process. The teacher tended to conduct the lesson using the teacher-centered method which did not required much student participation during the learning process. Therefore, the researcher applied
cooperative learning approach to see how it improves the student participation in English extracurricular class. Through cooperative learning approach planned, it was expected that the student participation was improved and create a memorable and meaningful learning process.

The Classroom Action Research conducted by the researcher was adopted from Kemmis and McTaggart’s research model. In this research model, the researcher is going to carry out four activities collaboratively. They are planning, action, observation, and reflection.

According to McNiff and Whitehead (2002), "Kemmis and McTaggart’ model of action research process shows a self-reflective spiral of planning, acting, observing, reflecting, and re-planning as the basis for understanding how to take
action to improve an educational situation. The diagram shows the principles in action, the movement from one critical phase to another, and the way in which progress may be made through systematic steps (p. 46)”.

B. Research Setting

This research was conducted in the VIIB English Extracurricular Class SMP Pangudi Luhur I Yogyakarta academic year 2013/2014. The school was located in Jl. Timoho 2 No 29, Yogyakarta, Daerah Istimewa Yogyakarta, Indonesia. The researcher conducted the observation during the process of teaching the students of VIIB because the researcher was also the English extracurricular teacher of this class.

This research was conducted in two cycles on 7th, 14th, 22nd, and 23rd of April 2014. The interview with the observer, who is also the supervisor for English extracurricular program, was conducted on 24th of April 2014 in school lobby. The interview lasted for 30 minutes. The questionnaires were distributed to the students on 23rd of April 2014.

C. Research Participants

The participants of this research were students of VIIB English Extracurricular Class in SMP Pangudi Luhur I Yogyakarta academic year 2013/2014. There were 36 students in total. All of them were participating in this research.
D. Instruments and Data Gathering Technique

In conducting the research, a number of instruments to gather the data are used. The instruments used are divided into two parts. They are instruments used before the implementation and during the implementation.

1. The research instruments used in preliminary study

In the preliminary study, the instruments used to identify the problem in the classroom were observation checklist (to observe all the things that happen in the class before the implementation), field notes (to take notes of the problem that might arise) and questionnaire (to ask students’ opinion about the previous teaching technique in the form of open ended).

a. Observation checklist

The observation checklist before the implementation is aimed to check the real condition of the classroom before the implementation. It is done to know the problem that might arise in the classroom and to prepare for the solution for the problem in the classroom.

b. Field notes

Kemmis and McTaggart (1988) state that field notes is a written, descriptive account of what an individual says or does in particular concrete situations over a period of time. The descriptions may include reference to better lessons when the teacher being unaware. In this research, the field notes consists of the note about the situation of the classroom during the learning process and all the problem and case that might arise in class VIIB of SMP PL I Yogyakarta.
2. The research instruments used during the implementation

During the implementation, the instruments used to analyze the students and the research results were observation checklist (to observe all the things that happen in the class that shows students participation), field notes (to take notes of the result of the observation), interview with second observer (to ask other party’s opinion about the implementation and result of the observation) questionnaire (to ask students’ opinion about the current teaching method in the form of closed ended question), students’ reflection in the form of comments and critics and the result of students’ work.

a. Observation Checklist

The observation checklist is used in the implementation of cooperative learning approach in order to observe every activity that happens during the implementation which shows student participation. There are several aspects that the observer needs to pay attention to. Those aspects are; students’ involvement in doing teacher’s instruction, group discussion, asking questions, answering teacher’s question and paying attention to the teacher.

b. Field notes

In this implementation process, field notes are used to write all of the result of observation, whether the students can actively participate in cooperative learning process or not and other things related to the process.

c. Interview

The interview will be done with an English Teacher in SMP PL I Yogyakarta as the observer in the implementation of cooperative learning
approach in the classroom. The interview is categorized as semi-structured interviews, in which there will almost certainly be a prepared interview schedule, but most of the questions will probably be open questions (Wallace, 1998, p. 147). This interview is done to know the teacher’s opinion about the observation result as second party that will give clear and objective comments whether the experiment is successful or not.

d. Questionnaire

According to Kemmis and Taggart (1988), “questionnaire is written questions requiring written responses”. The questionnaire is given to every student in the form of closed-ended and multi-choice questions. It is asking the respondents to choose which sentence or description is closest to their own opinion, feelings, judgment, position, and so on (Kemmis & McTaggart, 1988, p. 102). In this close-ended questionnaire, the researcher will ask the students about their feeling and judgment toward the implementation of cooperative learning in the classroom and how it improves their participation.

e. Individual Test

Individual test is given to the students after the study group is done. The purpose of this individual test is to check students’ mastery of the material. Slavin (1990), states that “students are not permitted to help one another during the quizzes”. The students have to do the individual test with their own ability. Therefore, in order to achieve better score the students should prepare their best during the study group activity.
E. Data Analysis Technique

After gathering the data from research, those data will be further analyzed by the researcher to obtain the result based on the students’ achievement, observation checklist, field notes, questionnaire, and interview during the research. The data acquired from the observation checklist, field notes, questionnaire, and interview were analyzed through triangulation way. Those data were analyzed to find out whether or not the Student Team Achievement Division used in research implementation could help the students improve their participation in English extracurricular class. The data gained from the research would be triangulated to get valid and reliable data. They were also compared to the theories reviewed in chapter II.

The researcher analyzed the data from observation checklist and field notes which were written by the observer through the reality in the classroom. The researcher then summarized the data in the form of description. The researcher used those data in elaborating what improvement happened to the students related to their positive interdependence, individual accountability, face-to-face promotive interaction, interpersonal and small group skills, and group processing from cycle 1 and cycle 2. If the data gathered from observation checklists and field notes showed improvement in student participation, it could be concluded that the implementation of cooperative learning to improve student participation was successfully done.

The researcher then strengthened the findings in the research by inserting students’ statement in questionnaire which had been described in description. The
researcher also used the result of interview with the observer to strengthen researcher’s conclusion and opinion about the implementation of the research.

F. Research Procedure

In conducting the research, the researcher has to carry out seven steps based on the procedure.

1. Observing the VIIB Class of SMP Pangudi Luhur Yogyakarta

   The researcher observed the students of VIIB English extracurricular class on 17th March 2014. In observing the students, the researcher used observation checklist which focuses on student participation on the class, field notes to take several information or description about the condition of the class and how do the students behave and questionnaire to check the students’ opinion about the teaching method used and need or interest in the classroom by using open-ended questions. From those observation instruments, the researcher found out the problems that happen in that classroom.

2. Planning the research

   After gathering the data from the preliminary research, the researcher found that the problem happen in VIIB English Extracurricular class was the lack of student participation during the lesson. The researcher then planned the research strategy which would be conducted to overcome the problem in VIIB English extracurricular class of SMP Pangudi Luhur Yogyakarta.

3. Asking for permission from SMP Pangudi Luhur I Yogyakarta

   After planning the result, the researcher asked permission to conduct the research from university and SMP Pangudi luhur I Yogyakarta. Firstly, the
researcher asked the permission from Sanata Dharma University by sending a permission letter from the secretariat which had been signed by the secretary of Language and Arts Education Department as the replacement of the principal of the English Language Education Study Program. After being accepted, the researcher asked permission from SMP Pangudi luhur I Yogyakarta by offering research proposal and permission letter to the principal.

4. Preparing the instruments

In this step, the researcher prepared all the instruments that would be used in the research such as; the observation checklist focused on student participation, field notes, teaching material, teaching media, assessment used to know students’ result, and questionnaire at the end of the observation to know students opinion about the teaching method implemented in the form of close-ended questions.

5. Collecting the data

The researcher collected the data on 7th, 14th, 22nd, 23rd of April 2014. The researcher taught the class and collected the data by taking notes of everything happening in the classroom during the implementation of cooperative learning approach in the form of the group discussion; peer interaction, individual task, and games.

In the first meeting of the first cycle, the researcher conducted group discussion, peer teaching, and individual task. The researcher uses Student Team Achievement Division method to engage the students with cooperative activities. The score of each team member will be added into the group’s score. In the second meeting the teacher conducted group report or presentation, peer
interaction, and games in which students compete as representatives of their teams with member of other teams in academic performance (the score of group member will be calculated as group’s score). In the first meeting of the second cycle the researcher conduct group report or presentation and games, and in the last meeting the researcher conducted group discussion, peer teaching and individual task. Total score of group members in four meetings will be calculated to find the group’s score.

The researcher also gave questionnaires to the students to evaluate their opinion about teaching method used after the first and the second cycle in close ended form.

6. Analyzing the data

The next step is analyzing the data obtain from the research. The researcher analyzes all the data gather and interprets them to get the result of the research, whether the problem has found its solution or not.

7. Reporting the result

After obtaining the result of the research from the analysis, the researcher wrote a report about the result of the research.
CHAPTER IV

RESEARCH RESULTS AND DISCUSSION

The researcher discusses the implementation and results of the research through five key elements in cooperative learning according to David and Roger Johnson of the University of Minnesota. Those elements are Positive Interdependence, Individual Accountability, Face-to-face Promotive Interaction, Interpersonal and small group Skill, and Group Processing. The success of cooperative learning depends on the completion of those five key elements. In order to achieve the goals in cooperative learning, as focused on Student Team Achievement Division method, students are supposed to be able to achieve the five key elements.

A. Positive Interdependence

In the observation done in the VIIB English extracurricular class, the researcher found that the positive interdependence was not acquired by the students because the teacher-centered method was mostly used in the teaching learning process. In that method, the students tended to be ruled in individual tasks, where students did their task individually in order to get better grades for themselves. The students might even think that the activity of other students have the potential of lowering their grades. Therefore, some of the students became frequently depended on their teacher.

In the first cycle of the implementation of Student Team Achievement Division method, the researcher directed the students to have positive
interdependence by clearly forming certain goal for the group work. The students could get group award if their group reach the average point provided by the researcher. After given the goal to be achieved by the students, the researcher also emphasized that the contribution of each member of group is very important in this process. If one member failed to do his / her job, the others should take the consequences too. Therefore, the researcher assigned different roles to team members (as coordinator, checker, group process monitor, and executor) which could promote their positive interdependence as stated by Felder and Brent (2007). By assigning different roles to the team members, the students could sense the importance of other members and also participate actively in order to fulfill their task.

After listening to the researcher’s explanation, the students became really excited. They were interested to do their work, because it was their first time in experiencing such kind of group work in English Extracurricular class. Based on the questionnaires given to the students; 30.56% strongly agreed and 58.33% agreed that they were more motivated to study in group. Most of the students’ reasons why they were motivated to work in group were because each of them had their own specific task and without their group cooperation, they could not achieve award. Therefore, the researcher could conclude that the students had felt the need to rely on one another to get better score in order to achieve award. The students knew if they did not do their best, they could influence other’s score and so were the other students. If the other students failed to get better score, their
group could not possibly win. In this situation, the students could really see the importance of each group member.

In doing their group work, the students had to do sequential tasks in which they can continue to work on the next task after finishing the previous task. The way the task given was quite similar to positive task interdependence in which the students do the work sequentially and as soon as one member finishes his portion, the next member proceeds with his or her responsibility. The researcher found that the students were really excited to finish the task quickly so that they could move to the next task. Based on the observation checklist from the observer, the students were really interested in working in group and also cooperated well with other students in order to finish their tasks. Based on the observer’s notes reported that:

“Siswa merasa tidak bosan “wah….kog udah selesai?”

“Most of the students would say “Wow! Why do we finish it very quickly”. (22nd of April, Field Notes in cycle two, see Appendix 13).

The observer reported that the response showed that students could enjoy the learning process well. In the second cycle of the implementation of STAD, there were significant differences of the students in the terms of their awareness to the need to rely on one another. In the first cycle the researcher should trigger the students’ awareness of positive interdependence. However, in the second cycle, the students had shown improvement regarding their awareness of the importance of each member in their group work. Without more instruction from the
researcher, the students had understood their tasks and really did their best in order to achieve better score because they knew that their knowledge and score influence other members’. Besides, they mostly rely on their friends’ contribution in the group work. When their friends had better understanding and score, they could possibly achieve their group goals together.

In the second cycle, the students became more cooperative in doing their work. Every one really took part in doing the tasks. It was proven in the questionnaire given to the students. From the questionnaire can be found that 27.78% strongly agreed and 66.67% agreed that they could work more cooperatively with other members. Most of them gave the reason that they worked more cooperatively because they wanted to achieve group goals and got better score with the help of other group members.

Based on the explanation above, the researcher could conclude that in the observation, there were no sign of positive interdependence from the students. In the first cycle, the researcher had to create goals and condition so that the students were motivated to do their work and had positive interdependence in their group work naturally. The effort from the researcher was successful because the feel of the need to rely on one another could be seen from the students. They could cooperatively work in group to achieve the group’s goal. In the second cycle, the researcher found that without giving to much effort in explaining to the students, the students could finally realize the importance of their other member and also their self in the success of their group. All of them had understood their task and
rely on one another. They knew that their contribution means a lot to their group and so did other member’s contribution.

B. Individual Accountability

In the first cycle, the students did all of five components in Student Team Achievement Division in two meetings. One of the components is teams or study group. In the teams or study group, the students did several tasks given about narrative text. The tasks given were to arrange the paragraph of the story, find the meaning of the difficult words, and answer several questions based on the story. The students did these tasks in group with the help of other members. By doing these tasks, the students would also have the chance to learn from each other about this material.

All of them tried to understand the material by understanding the story, recognizing the difficult words and its meaning and also understanding the possible answer for the questions given. Their individual and group knowledge about the material would be very beneficial for their group in the next component of Student Team Achievement Division, which was the individual quiz. Regarding to this, all of the students were starting to become more responsible in doing all the tasks and mastering the material so that they would acquire better score in their individual quiz.

When the students did not understand some words, they would ask to their friends. Their friends then explained it to them. The researcher only controlled the process happened, but when the students found some difficulties which themselves could not answer, they asked about it to the researcher. It was proven
in the questionnaire in which 27.78% of the students strongly agreed and 58.33% agreed that they became more active to ask questions to the teacher. All of this was the sign that the students were starting to have the sense of individual accountability in their learning process. They were trying to comprehend the material as many as possible.

As explained in the previous element, the researcher had assigned different roles to the group members. One of the roles is the group process monitor. The group process monitor would monitor the group members’ understanding about the material given and make sure that each member participated in the team deliberation. Based on the researcher’s notes, most of the students, not only the group process monitor, were trying to help their friends in understanding the material and doing the tasks given. Based on the questionnaire given to the students, 16.67% strongly agreed and 80.56% agreed that they were willing to help other group members in understanding material and doing the task and also getting help from other members. This was also strengthened by the observer’s opinion in the field notes that the students had been helping each other for the success of the group. Each of the members of the group also participated in doing the tasks. As reported on the questionnaire; 22.22% of students strongly agreed and 69.44% agreed that all of their group member participate actively in doing every task given.

The researcher could see that the result of the students’ well performance in their group work really influence the students’ performance result in the individual quiz. Their individual accountability had leaded a good improvement in
their participation and contribution in the individual quiz. Based on the questionnaire, 41.67% of the students strongly agreed and 55.56% agreed that they can do the task given well. 16.67% of the students also strongly agreed and 80.56% agreed that they did their individual quiz seriously. From this data, the researcher could conclude that each student had tried their best and be responsible for the group’s success. It can also be seen from the result of the questionnaire that 47.22% of the students strongly agreed and 50.00% agreed that they contributed and tried to make their group the best group among others. The students did the quiz individually without any help from the teacher or their friends. However, the result of their quiz was still quite excellent. The students could reach the classroom average score for 8.34 in the individual quiz in the first cycle.

In the second cycle, the researcher could see that the students’ individual accountability was also improved. In their group work, the students were really trying hard to understand the material well because in this cycle, the material given was more difficult than before. The text was longer and also contained more difficult words. However, the researcher found that all of the students could cooperate well in their group work; all of them did their job and helped each other to understand and do the task. Even though the material was more difficult, the students could achieved better classroom average score in this cycle. From 8.34 the students had improved their classroom average score to 8.54.

Based on the explanation above, the researcher could conclude that in the first cycle, the researcher had found the sign of the individual accountability in the
students. In the second cycle, there was an improvement on their individual accountability, because even though the material became more difficult, the students did not give up and still tried to do their best to help each other and comprehend the material so that they could get better score in the individual quiz. Then, the students’ hard work and effort resulted in their individual quiz score. Their classroom average score had improved from 8.34 to 8.54 (see Appendix 14).

C. Face-to-face Promotive Interaction

In the observation, the researcher found that there were some face-to-face interactions in the VIIB English extracurricular class; when the students were engaged in activities such as group work and pairs. However, promotive interaction in which the students providing one another with feedback, helping, sharing and encouraging their friends to produce something had not happened yet. The students were working in group or pair but they only did the task given without explaining or teaching what they know to their group members. They might discuss about the task but their focus was only to complete the task and not to encourage or support one another to understand more.

In cycle one, the researcher conducted the lesson in ways that ensure that all students could promote or encourage their group members to succeed while working face-to-face in their group. As the result, the students of VIIB who had understood that they needed to rely on one another (positive interdependence) and had the responsibility to master the material in order to achieve their group’s goals (individual accountability), already had the willingness to help or to be helped by their group members. On the student’s questionnaire, the researcher found that
16.67% of the students strongly agreed and 80.56% agreed that they helped their group member in understanding the material. This showed that the students had face-to-face promotive interaction in their teams or study group because their learning activity required helping, supporting, encouraging and applauding each other’s effort in achieving their mutual goals.

Based on the researcher’s note, the students encouraged and supported their friends through the group discussion and sharing. They were also exchanging knowledge in order to solve the task. The researcher once emphasized that individual mastery of the material was really important for their individual quiz and group’s score, therefore the students were also checking each other’s understanding to the material. The group work became more meaningful than a mere face to face interaction without deep personal support. These processes were quite fun, because as the teacher, the researcher could see how active and excited the students in doing their task.

The teacher circulated the classroom and checked whether the students had completed the task and understood the material. In this chance, the students could ask the teacher about their difficulties when their group could not solve it. However, the group should work harder to solve it before asking to the teacher. Based on the observer’s observation checklist, the students could work together in group and actively participate in the group discussion. In the observer’s explanation of that point, written that the students really enjoyed their learning process. They did not carelessly do the task but seriously worked on it so that their group considered superior. In the students’ questionnaire it was also written that
33.33% of the students strongly agreed and 61.11% agreed that they felt happier to learn English through this method.

In cycle two, there were some improvements in their face-to-face promotive interaction. Most of the students of VIIB English extracurricular class had actively helped one another in the process of completing the sequential tasks given in their study group. They could connect their past learning with the present learning which helped them to finish their work faster because they had understood the concept learned and tried to create trick in completing their task. The students had also understood precisely that their contribution and their friends’ contribution to the group were equally important. When they learned the material in their study group well, they could possibly achieve the mutual goal they all shared. Therefore, based on the researcher’s notes, some of the group members acted as the one who provided knowledge and the others would also shared their knowledge or difficulties then solved it together in group.

The material learned in this research was narrative and the focus was in vocabulary mastery and comprehension improvement, hence, most of the students had learned from the previous cycle that they had to pay more attention to the difficult vocabularies. Each group member did their best to understand and remember the meaning of vocabularies so that they could later answer their individual quiz correctly. Based on the observer’s notes on the second cycle, all of the students were actively cooperated in their group because they perceived that the group belonged to them. Every group member tried to finish the work correctly and quickly. They also were not afraid to actively discuss and share their
opinion. For the weak students, they felt safer to work in group because their friends would always be ready to help them. All of them were trying hard to achieve their goals.

Based on the previous explanation about face-to-face promotive interaction in the research, the researcher could sum up that in the observation; the face-to-face interaction happened was not face-to-face promotive interaction because students had not aware yet about the need to encourage and support each other in their group. However, in the first cycle, students had shown that they had the face-to-face promotive interaction during their study group. They encouraged each other to achieve their goal. In the second cycle, there were some improvements. Most of the students had actively helped and encouraged each other. The students also had identified the concept of learning which helped them most in their interaction in group in order to be the best group and achieve their mutual goals.

D. Interpersonal and Small Group Skills

Since social skills for the effective cooperative work do not magically appear when cooperative lessons were employed, the researcher as the teacher in VIIB English extracurricular class should taught the students leadership, decision-making, trust-building, communication and conflict management and other skills to the students.

In cycle one the researcher guided the students how they should work in group. The researcher had assigned the students to several roles such as coordinator, checker, and group process monitor. All of the students should
contribute as the executor in the group working. Through the formation of those group roles, each student learned and improved their social skills.

**a) Leadership**

In the first cycle, through the researcher’s help, the students learned how to work in leadership. Learning to work in leadership was not simply about whom becoming the leader or work under the order of others, but it was actually about the one who formed group goals and guided the other members to achieve it together. Based on the researcher’s notes, the coordinator as the leader of the group assigned and gave instructions to the members of the group about the way they did the tasks. The instructions were given so that the students could work well-ordered and fast. Most of the students did the task and acted upon the coordinator’s instructions in order to achieve their group’s goal. The coordinator took the lead in pursuing the goal of their group and then other group members followed his or her instructions. In this case, all of the students learned about the leadership together through the process of learning and achieving their academic and group goals.

In the second cycle the researcher found out that the students had understood the leader in group’s role to encourage and guide them to achieve their goals. Therefore, all of them had cooperatively worked together under the instructions of the leader. The students who became the coordinator in the second cycle had learned the significance of the coordinator from their previous group in the first cycle; therefore they could do better in managing their group work and gained better result in their group performance.
b) **Decision-making**

Besides learning about leadership, the students of VIIB English extracurricular class also learned about decision making. In doing their group tasks, the students did group discussion, shared ideas, and provided feedback. The researcher noted that each of the group members contributed in the group discussions as resulted from the students’ questionnaire that 25.00% of the students strongly agreed and 75.00% agreed that they actively participate in group discussion. It showed that the entire students participated in group discussion. From the group discussion, sharing and providing feedback, the group members finally showed that they had the ability to make decision. The decisions they made were about the right answer to the tasks or questions and what they could do to improve their group score and performance. It showed that each member of the group had the ability to make decision through the assistance of other members of the group.

In cycle two, based on the observer’s note, the students became more cooperative in their group discussion, sharing and giving feedback. They enjoyed their group work activities better and this resulted in the score they gained. The students could make good decision in their group work and tasks. They also learned the materials given well. Therefore, in their individual test, most of the students’ scores were improved. The class’ total average score also improved from 83.40 to 85.48 in the second cycle. This showed that the students had had better ability in making good decision in doing the group work and the individual test.
c) **Trust-building**

In cycle one the researcher also emphasized that the students should be able to trust other group members with their work and responsibility in order to achieve their group goal. From that point, the researcher noticed that students were starting to build the trust among their group members. When the group members started to trust each other with their responsibility, work and performance; the researcher noted that the students gained more confidence in doing their work. The students would not feel insecure about other members who might skip their responsibility which might make the other students out of their own focus or task.

In cycle two, an improvement had been made. Based on the researcher’s note, most of the students had been able to believe their group members and understand more about the goal they should achieve. The students believed that the other group members would do fair share of the work and uphold their responsibilities. In the group work, the students believed that each member would participate in their group discussion and did the tasks together. In the individual test, the students understood that their friends would get better scores.

d) **Communication**

In the group working from the first and the second cycle, the observer had noted that there was good communication between the students. In the first meeting of cycle two the observer wrote in field notes that:

“Siswa saling aktif dalam kerja sama dalam kelompok, karena mereka merasa bahwa kelompok adalah miliknya. Keaktifan ini terlihat dalam
“The students were actively cooperate in group work because they perceived that the group belongs to them. The students’ activeness could be seen from good communication which happened while they arranged the paragraphs.” (22nd of April, Field notes in cycle 2, see Appendix 13).

Good communication also happened between the teacher and the students. The students would consult their difficulties to the teacher after when their group could not figure it out. While the teacher gave explanation in the class presentation, most of them were also listen to the teacher’s explanation more carefully. It was explained from the questionnaire that 27.78% of the students strongly agreed and 69.44% agreed that they listened to the teacher’s explanation carefully.

e) Conflict management skills

In the first cycle, the students had not showed good conflict management skills. The researcher still found that some students had not listened accurately and respectfully to other members’ idea in the group. It did not cause any conflict yet, but the researcher realized that such attitude could provoke conflict between the group members. Therefore, the researcher explained about it to each group and guided them to understand the significance of conflict management between the group members.
In the second cycle the students were finally understand that building unity and understanding environment was good for their group work in order to achieve their group goals. The students were finally omitting negative behavior that could risk their group. They constantly checked whether everyone had agreed to their decision and had fair portion to share their opinion. They would also make sure that each member was up-to-date on all matters and no one was left out of the loop.

E. Group Processing

In the first cycle, the researcher helped structure the group processing by assigning the students to re-discuss the group’s outcome and performance in their study group once the evaluation of their group tasks done by the teacher and the whole students. Through the discussion, the students evaluated their performances whether they were doing well as a team or not. From that point, the students of the VIIB English extracurricular class would know what the further measure they should accomplish to attain better result in the next activity. The researcher also guided the students to do team-evaluation after evaluating their quiz results classically. The students did the evaluation to identify the mistakes done and what mistake they should avoid for the next meeting.

In the second cycle, the researcher found that the students of VIIB English extracurricular had clearly set their group’s goal. They seemed fully understood about their goal and what they should do to improve their performance and score in each activity. The students did evaluation about their teamwork performance not only after doing the class evaluation but also after completing each group
work given. They assessed their performance whether they had done good team work in the previous activities and what changes they could make to have better score as a team and finally achieved their goal.

F. Students’ Improvement in Participation

In order to improve student participation in the learning process, Davis (1993) proposes that there are several tactics to be provided by the teacher in teaching junior high school students. They are as follows:

a. Create opportunities for all students to talk in class

During the implementation of the research, the researcher had given bigger opportunities for the students to talk in class through the learning method chosen, Student Team Achievement Division. In the STAD method, students had bigger chance to talk and be more active because the students were engaged in more group work such as discussion, sharing, giving feedback, etc. Through this method, students would have many chances to ask their team mates and discuss the task given. In the interview, the observer said:

“Dalam kelompok ini juga terjadi komunikasi bahasa Inggris dengan tidak malu atau takut salah sebab siswa berbicara bukan dengan guru tetapi dengan temannya dalam kelompok”

‘In this group, there will be good communication between the students without feeling scared or shy because the students would discuss their difficulties with their team mates not the teacher”. (22nd of April, Interview transcript with the observer, see Appendix 9).
The observer agreed that language function as the communication tool was achieved by the students. The students were also given opportunity to ask the researcher if their group could not solve some difficulties by themselves. From the students’ questionnaire, the researcher found that 27.78% of students strongly agreed and 58.33% agreed that they become more active to ask questions to the teacher. Those explanations showed that there were enough opportunities created by the researcher for the students to participate more.

b. Limit your own comments

During the implementation of the research the researcher as the teacher was expected to limit comments and contribution to the students’ work. In the Student Team Achievement Division method, the researcher only gave several explanations in the class presentation. After that, the researcher gave full responsibility to the students to do their work in a study group, individual quiz and team recognition. While the students were discussing, the researcher circled the classroom and monitor the students work. The researcher did not give comments unless the students could not solve their problems well and need the researcher’s explanation.

c. Periodically divide students into small groups

In order to improve the student participation, the researcher as the teacher of the VIIB English extracurricular class should divide students into small groups. Its intention was to engage students in more discussion. It would give extra time for each student to actively engage in the learning activities, because it was done between 4 to 5 students rather than classically. In the STAD method based on the
cooperative learning approach, the main activity lies on the small group activities, therefore, the researcher had precisely apply more small group work which could improve student participation.

d. Assign roles to students

In the research, the researcher had also assigned several roles to the students. The researcher assigned different roles to team members (as coordinator, checker, group process monitor, and executor). The aim was to give more sense of responsibility to the students in doing their task while fulfilling their own job. When there was a leader in a group, the decision and steps made would become clearer. The checker and the group process monitor also had responsibility to make sure that everyone had understood and the work was done carefully. By assigning different roles to the team members, the students could sense the importance of other members and also participate actively in order to fulfill their task.

e. Use tokens to encourage discussion

In Student Team Achievement Method, one of the steps done was award winning. Reward was given to the group which had achieved the goal of group. In this case, the researcher set some criteria to achieve the goal. The students who understood about the award or token would feel motivated and participate actively in the learning activities so that they could also get the reward from the teacher.

G. Students’ Score Improvement

From cycle 1 and cycle 2 the researcher could report that there was significant improvement of the students’ scores. In cycle one, the students have
class average score at 83.40. In cycle two, the students achieved higher class average score at 85.48. There was significant improvement at 2.08. The students had better result in the second cycle. Even though some of the students’ scores were decreasing, the lowest score in cycle two is still higher than in cycle one. In the first cycle the lowest score is 50 but in the second cycle the lowest score is 65. It was understandable if some students’ scores were decreasing in cycle 2 because the level of difficulty of the material given by the teacher was also higher. Materials in the second cycle were more difficult.

4.1 Score graphic of Cycle 1 and Cycle 2
CHAPTER V

CONCLUSIONS AND RECOMMENDATION

The chapter represents the conclusions and suggestions. The conclusions are obtained from the findings of the research which are based on the research question formulated in the first chapter. The recommendations are intended for English teachers and the future researchers.

A. Conclusions

This research was conducted based on Kemmis and McTaggart’s (1988) classroom action research model. The researcher conducted this research in order to find out to what extent the use of Student Team Achievement Division (STAD) increases student participation in teaching learning process of English extracurricular class. After implementing Student Team Achievement Division method in two cycles which consist of four meetings, the researcher concluded that this method was able to improve student participation in the VIIB English extracurricular students.

The STAD method was used to improve student participation in VIIB English extracurricular class because the learning process in cooperative learning involves students’ direct and active participation. Therefore, in a cooperative learning the students will be engaged in many activities in the group interaction. Through those activities, such as discussion, sharing ideas, and giving feedback, each student will have bigger chance to participate actively rather than in any other teaching method.
The improvement of student participation in VIIB English extracurricular class was elaborated through 5 basic key elements in cooperative learning based on Johnson & Johnson’s model and Davis’ (1993) tactics to improve participation.

The cooperative learning goal was not successfully achieved if the students had not achieve 5 basic key elements, namely positive interdependence; individual accountability; face-to-face promotive interaction; interpersonal and small group skill; and group processes. Therefore, the researcher attempted to structure and guided the students to achieve those 5 key elements in the learning process. The result was remarkable that the students showed improvement in each element. The learners as member of group had worked collaboratively on task with other group members. The learners learned teamwork skills. They were also directors of their own learning. They were taught to plan, monitor, and evaluate their own learning. The students’ direct and active involvement and participation were required in this process.

In order to improve the student participation in the classroom, the researcher should create learning condition such as; create opportunities for all students to talk in class, limit teacher’s comments, periodically divide students into small groups, assign roles to students, and use tokens to encourage discussion. Through the Student Team Achievement Division method which requires group work cooperation, the researcher had indeed fulfilled all of those tactics to improve student participation. The result was also good that the students become more active in each activity. The observer also emphasized that through the implementation of STAD in VIIB English extracurricular school, learning
become more valuable, interesting and fun for the students. They enjoyed the process of learning and created improvement in their score. The observer also emphasized that the communication in English was fulfilled in the learning process.

B. Recommendation

In this section, the researcher suggests several recommendations to the English teachers and the future researchers who intend to conduct a research on improving student participation through Student Team Achievement Division method.

1. For English Teachers

It is suggested to the teachers who experience low student participation problem in teaching English to use Student Team Achievement as the strategy to improve student participation. It is because Student Team Achievement Division method provided a lot of benefits for the teacher and most importantly for the students, which have been explained by the researcher in chapter II and IV. It is also suggested to the teacher to pay more attention to the study group and individual improvement score which are the key of students’ better performance.

2. For Future Researchers

For the future researchers who are interested in the same topic of the research, the researcher allows them to use the data and results of this research. It is suggested for the future researchers to elaborate their data through 5 essentials elements of cooperative learning. In doing cooperative learning research to improve student participation, the future researchers should pay attention to the
research instruments needed. If the researchers want to use questionnaire, they should use detail statement in the questionnaire using 5 essentials elements as the basic focus in making the questionnaire. It is because those five essential elements are the supporting key of successful cooperative learning. The research should be patient in doing the research because there may be some difficulties in implementing this method in the classroom. However, the researchers should remember that doing classroom action research is for the sake of the improvement and change in the learning or teaching process.
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PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

APPENDICES
APPENDIX 1

Letters of Permission
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Fakultas Keguruan dan Ilmu Pendidikan
UNIVERSITAS SANATA DHARMA
YOGYAKARTA

Nomor : 033/Pnl/Kjur/SPS/01/2014
Hal : Permohonan Ijin Penelitian

Kepada
Yth. Kepala SMP Pangudi Luhur I Yogyakarta
Jl. Timoho II/29 Yogyakarta

Dengan hormat,
Dengan ini kami memohonkan ijin bagi mahasiswa kami,
Nama : Fransiska Dwiningsih Renwarin
No. Mhs : 101214104
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Semester : 8 (Delapan)

untuk melaksanakan penelitian dalam rangka persiapan penyusunan Skripsi/Makalah, dengan ketentuan sebagai berikut:

Lokasi : SMP Pangudi Luhur I Yogyakarta
Waktu : Maret – April 2014
Topik/ Judul : USING COOPERATIVE LEARNING APPROACH TO IMPROVE STUDENTS PARTICIPATION OF VII B ENGLISH EXTRACURRICULAR CLASS IN SMP PL I YOGYAKARTA

Atas perhatian dan ijin yang diberikan, kami ucapkan terima kasih.

Yogyakarta, 13 Maret 2014
u.b. Dekan,
Sekretaris Ketua Jurusan
Pendidikan Bahasa dan Seni

Yuliana Setiyaningih, M.Pd.
NPP: P.1410

Tembusan Yth:
1. Dekan FKIP

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YAYASAN PANGUDI LUHUR CABANG YOGYAKARTA
SMP PANGUDI LUHUR 1 YOGYAKARTA
TERAKREDITASI “A”
Alamat: Jl. Timoho II/29 Yogyakarta 55165 Telp. (0274) 563552, Fax. (0274) 544061
Website: http://www.smpangudiluhur1.yks.hid email: humas@smpangudiluhur1.yks.hid

Nomor : 4820/SMP PL I/IV/2014
Lamp. :
Perihal : Permohonan Ijin Penelitian

Kepada Yth.
Ketua Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Sanata Dharma
Mricean, Tromol Pos 29, Telp. (0274) 513301, 515352, Fax. (0274) 562383
YOGYAKARTA - 55002

Up. Ibu Dr. Yuliana Setyaningsih, M.Pd

Dengan hormat,


Demikian disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Yogyakarta, 1 April 2014
Kepala Sekolah

Ign. Asting Hartaka, S.Pd
APPENDIX 2
Lesson Plan and Teaching Instruments of Cycle One
LESSON PLAN

A. Lesson identity
   Subject : English Extracurricular class.
   School : SMP PANGUDI LUHUR 1 Yogyakarta
   Topic : Narrative text: The princess and the pea
   Time allocation : 90 minutes
   Cycle/meeting : 1/1

B. Competence Standard
   Understand the meaning of short functional text and essay in the form of simple narrative text to interact with their surroundings.

C. Basic competence
   Responding to the meaning contained in a simple short functional text or essay accurately, smoothly, and acceptable to interact with their surroundings, in text form of narrative.

D. Indicators
   At the end of the teaching and learning activities, students are able to perform the following achievements:
   - identify language feature (simple past tense)
   - identify text organization of narrative text
   - arrange the paragraph into a good storyline
   - identify the meaning of the difficult words
   - Identify main idea of the text
   - identify specific information from the text
   - identify the synonym and antonym of certain words in the text
   - differentiate the verb 2 form

E. Teaching – Learning Methods
   Cooperative learning Approach: Students Team Achievement Division
   - Class presentation
   - Group work
   - Individual Quiz
### F. Teaching - Learning activities

<table>
<thead>
<tr>
<th>Section</th>
<th>Method</th>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-activity</td>
<td>-R greats Ss</td>
<td>-Ss great R</td>
<td>1’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>-R checks Ss’ attendance lists</td>
<td>-Ss pay attention to R</td>
<td>3’</td>
<td></td>
</tr>
<tr>
<td>Whist-activity</td>
<td>Class discussion &lt;br&gt;-R shows pictures in slideshow &lt;br&gt;-R distributes the handout &lt;br&gt;- R explains communicative purpose, generic structure and language feature of narrative text &lt;br&gt;-R and Ss discuss the narrative text “The ant and the Grasshopper” &lt;br&gt;-R asks questions related to material &lt;br&gt;-R explains the rules for group work in STAD &lt;br&gt;-R divides Ss into 8 groups (4 to 5 Ss)</td>
<td>Ss pay attention to R</td>
<td>1’ &lt;br&gt;1’&lt;br&gt;5’ &lt;br&gt;10’&lt;br&gt;3’&lt;br&gt;5’&lt;br&gt;1’</td>
<td></td>
</tr>
<tr>
<td>Exploration and Elaboration</td>
<td>-R distributes task 1 (the unarranged paragraphs of narrative text “Princess and the Pea”) &lt;br&gt;-R asks Ss to do task 1 &lt;br&gt;-R distributes the worksheet (Task 2 and 3)</td>
<td>Ss do task 1</td>
<td>1’&lt;br&gt;15’&lt;br&gt;2’</td>
<td></td>
</tr>
<tr>
<td>Group work</td>
<td></td>
<td>Ss do task 2 and 3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
after the group finish task 1
- R asks Ss to do task 2 and 3
- R asks Ss to submit the work

<table>
<thead>
<tr>
<th>Post-activity</th>
<th>Confirmation</th>
<th>Class discussion</th>
<th>Ss submit the work</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>- R discusses the score development of each task</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>- R concludes the material discussed</td>
<td></td>
</tr>
</tbody>
</table>

| Total | 10’  |
|       | 5’   |

| Total | 78’  |

G. Teaching Learning Sources and Media
1. Handout
2. Worksheet
3. Laptop
4. Narrative text taken from:


H. Assessment
Group work
- Task 1 (Arranged the paragraphs)
Score: 5
- Task 2 (Find the meaning of the difficult words in Bahasa Indonesia)
Score: 15 x 1 = 15
- Task 3 (Answer the comprehension questions based on the text)
Score: 5 x 2 = 10

Individual quiz
- 20 x 5 = 100
Narrative Text

Meeting 1

PURPOSE: The communicative purpose of narrative is to amuse or to entertain the readers by telling the story.

GENERIC STRUCTURE:

The narrative structure contains:

1. An orientation that sets the scene (time and place) and introduces the characters.
2. A complication that describes events that leads to a problem.
3. A resolution that describes why and how the complication is resolved.

Kinds of narrative:

Fable; myth; legend; folklore; fairytale.

Language Feature: Simple Past Tense

Function: to describe things that happened in the past.

Example: 1. An Ant passed by

2. The Ant went on its way and continued its toil.

The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping, chirping and singing happily. An Ant passed by, bringing great pieces of corn to his nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and moiling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same." "Why bother about winter?" said the Grasshopper; "We have got plenty of food at present." But the Ant went on its way and continued its toil.
When the winter came the Grasshopper had no food and found itself dying of hunger - while it saw the ants distributing every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew: It is best to prepare for days of need.


VOCABULARY CORNER

<table>
<thead>
<tr>
<th>English</th>
<th>Indonesian</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer</td>
<td>musim panas</td>
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<tr>
<td>Chirping</td>
<td>berkicau</td>
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<tr>
<td>Pieces</td>
<td>potongan-potongan</td>
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<tr>
<td>Nest</td>
<td>sarang</td>
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<tr>
<td>Moilling</td>
<td>bekerja keras</td>
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<tr>
<td>Recommend</td>
<td>menyarankan</td>
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<tr>
<td>Plenty</td>
<td>banyak</td>
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<tr>
<td>Dying</td>
<td>sekarat</td>
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<tr>
<td>Grain</td>
<td>gandum</td>
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<tr>
<td>Hopping</td>
<td>melompat</td>
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<tr>
<td>Passed by</td>
<td>melewati</td>
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<tr>
<td>Corn</td>
<td>jagung</td>
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<tr>
<td>Toiling</td>
<td>bekerja keras</td>
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<tr>
<td>Lay up</td>
<td>menyimpan</td>
</tr>
<tr>
<td>Winter</td>
<td>musim dingin</td>
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<tr>
<td>Present</td>
<td>saat ini</td>
</tr>
<tr>
<td>Distributing</td>
<td>membagi-bagikan</td>
</tr>
<tr>
<td>Stores</td>
<td>tempat-tempat penyimpanan</td>
</tr>
</tbody>
</table>
The Princess and the Pea

I. Arranged the paragraphs below into a good storyline.

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but he could not get what he wanted. There were many princesses, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, because he really wanted to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the palace gate, and the old king went to open it. It was a beautiful girl standing out there in front of the gate. But, good gracious! The rain and the wind had made her looked badly. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. However, she said that she was a real princess from a faraway Kingdom.

“Well, we’ll find out about that soon”, thought the old queen. The old queen didn’t say anything and went into the bed-room. She took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" she said. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!" Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, because he finally knew that she was a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it. There, that is a true story.
II. Find the meaning of the difficult words below!

Travelled = Find out = Real = Terrible = Storm = Thunder = Lightning = Rain = Torrents = Knocking = Gate = Said = Felt = Knew = Stolen =

III. Answer the questions below with the correct answer!

1. What does the text mainly tell us about?
2. Why did the prince travel all over the world?
3. Why did the prince come home sad?
4. What did the old queen do to decide if the visitor was a real princess?
5. What is the moral value of the story?
LESSON PLAN

A. Lesson identity
Subject: English Extracurricular class.
School: SMP PANGUDI LUHUR 1 Yogyakarta
Topic: Narrative text
Time allocation: 90 minutes
Cycle/meeting: 1/2

B. Competence Standard
Understand the meaning of short functional text and essay in the form of simple narrative text to interact with their surroundings.

C. Basic competence
Responding to the meaning contained in a simple short functional text or essay accurately, smoothly, and acceptable to interact with their surroundings, in text form of narrative.

D. Indicators
At the end of the teaching and learning activities, students are able to perform the following achievements:
- identify language feature (simple past tense)
- identify the synonym of certain words in the text
- identify the antonym of certain words in the text
- differentiate the verb 2 form
- identify the meaning of the difficult words

E. Teaching – Learning Methods
Cooperative learning Approach: Students Team Achievement Division
- Class presentation
- Group work
- Individual Quiz

F. Teaching - Learning activities

<table>
<thead>
<tr>
<th>Section</th>
<th>Method</th>
<th>Teacher’s Activity</th>
<th>Student’s Activity</th>
<th>Time</th>
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<tbody>
<tr>
<td>Pre-activity</td>
<td></td>
<td>-R greets Ss</td>
<td>-Ss great R</td>
<td>5’</td>
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<td>-R checks Ss’ attendance</td>
<td>-Ss pay attention to R</td>
<td>5’</td>
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<tr>
<td>Whilst-activity</td>
<td>Exploration and Elaboration</td>
<td>Individual work</td>
<td>Class discussion</td>
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<td>-R distributes the handout</td>
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<td>- R review previous material (language feature of narrative text)</td>
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<td>-R asks questions related to the material</td>
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<td>-R explains the rules for individual quiz in STAD</td>
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<td>-R distributes the worksheets</td>
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<td>Ss pay attention to R</td>
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<td>Ss answer the questions</td>
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<td>Ss pay attention to R</td>
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<td>Ss do Individual quiz</td>
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<td>Ss discuss the score development of individual quiz</td>
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<td>Ss give award winning</td>
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<td>R concludes the material discussed</td>
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<td>Ss receive award winning</td>
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<td>Ss conclude the material discussed</td>
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<thead>
<tr>
<th>Post-activity</th>
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<tbody>
<tr>
<td></td>
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<td>-R discusses the score development of individual quiz</td>
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<td>- R gives award winning</td>
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</table>

G. Teaching Learning Sources and Media
5. Handout
6. Worksheet
7. Laptop
8. Narrative text taken from:


H. Assessment
Individual quiz
- 20 x 5 = 100
Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but he could not get what he wanted. There were many princesses, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, because he really wanted to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the palace gate, and the old king went to open it. It was a beautiful girl standing out there in front of the gate. But, good gracious! The rain and the wind had made her looked badly. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. However, she said that she was a real princess from a faraway Kingdom.

"Well, we'll find out about that soon", thought the old queen. The old queen didn't say anything and went into the bed-room. She took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!" she said. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!" Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, because he finally knew that she was a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it. There, that is a true story.

1. What is the synonym of ‘horrible’ that can be found in paragraph 2?

2. What is the synonym of ‘hardly’ that can be found in paragraph 4?
3. “There were many princesses, but it was difficult to find out whether they were real ones.” What is the antonym of the underlined word?

4. “I was lying on something hard.” What is the antonym of ‘hard’?

5. What is the antonym of ‘top’ that can be found in paragraph 3?

6. Find the V1 form of the past verbs below:

<table>
<thead>
<tr>
<th>Past Tense (V2)</th>
<th>Basic Form (V1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Came</td>
<td></td>
</tr>
<tr>
<td>Poured</td>
<td></td>
</tr>
<tr>
<td>Took</td>
<td></td>
</tr>
<tr>
<td>Went</td>
<td></td>
</tr>
<tr>
<td>Made</td>
<td></td>
</tr>
</tbody>
</table>

7. Find the meaning of the bold words on the text!

- Travelled =
- Real =
- Terrible =
- Storm =
- Thunder =
- Lightning =
- Rain =
- Torrents =
- Gate =
- Felt =
APPENDIX 3
Lesson Plan and Teaching Instruments of Cycle Two
LESSON PLAN

A. Lesson identity
Subject: English Extracurricular class.
School: SMP PANGUDI LUHUR 1 Yogyakarta
Topic: Narrative text: Thumbelina
Time allocation: 90 minutes
Cycle/meeting: 2/1

B. Competence Standard
Understand the meaning of short functional text and essay in the form of simple narrative text to interact with their surroundings.

C. Basic competence
Responding to the meaning contained in a simple short functional text or essay accurately, smoothly, and acceptable to interact with their surroundings, in text form of narrative.

D. Indicators
At the end of the teaching and learning activities, students are able to perform the following achievements:
- identify language feature (simple past tense)
- arrange the paragraph into a good storyline
- identify the base form (V1) of past verbs (V2)
- identify the meaning of the difficult words
- identify specific information from the text
- identify the synonym and antonym of certain words in the text

E. Teaching – Learning Methods
Cooperative learning Approach: Students Team Achievement Division
- Class presentation
- Group work
- Individual Quiz

F. Teaching - Learning activities

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<th>Student’s Activity</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
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<td>-R greats Ss</td>
<td>-Ss great R</td>
<td>-Ss pay attention to R</td>
<td>1’</td>
</tr>
<tr>
<td></td>
<td>-R checks Ss’ attendance lists</td>
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<td>3’</td>
</tr>
<tr>
<td>Whilst-activity</td>
<td>Exploration and Elaboration</td>
<td>Group work</td>
<td>Group work</td>
<td>Post-activity</td>
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<tr>
<td>-----------------</td>
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</tr>
<tr>
<td>- R shows pictures in slideshow</td>
<td>- R distributes the handout</td>
<td>- R distributes task 1 (the unarranged paragraphs of narrative text “Thumbelina”)</td>
<td>- R asks Ss to do task 1</td>
<td>- R discusses the score development of each task</td>
</tr>
<tr>
<td>- R reviews the explanation about language feature of narrative text</td>
<td>- R reviews the explanation about regular and irregular verb</td>
<td>- R asks Ss to do task 1</td>
<td>- R distributes the worksheet (Task 2 and 3) after the group finish task 1</td>
<td>- R concludes</td>
</tr>
<tr>
<td>- R asks questions related to material</td>
<td>- R explains the rules for group work in STAD</td>
<td>- R asks Ss to do task 1</td>
<td>- R asks Ss to do task 2 and 3</td>
<td>- R asks Ss to submit the work</td>
</tr>
<tr>
<td>Ss pay attention to R</td>
<td>Ss pay attention to R</td>
<td>Ss do task 1</td>
<td>Ss do task 2 and 3</td>
<td>Ss submit the work</td>
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<td>1'</td>
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<td>5'</td>
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<td>10'</td>
<td>10'</td>
<td>1'</td>
<td>1'</td>
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</tr>
</tbody>
</table>
| the material discussed | the material discussed | 5’
|------------------------|------------------------|---
|                        |                        | **Total** 75’

G. Teaching Learning Sources and Media
9. Handout
10. Worksheet
11. Laptop

H. Assessment
   Group work
   - Task 1 (Arranged the paragraphs)
     Score: 5
   - Task 2 (Find the meaning of the difficult words in Bahasa Indonesia)
     Score: 15 x 1 = 15
   - Task 3 (Answer the comprehension questions based on the text)
     Score: 5 x 2 = 10
Meeting 1

Narrative Text

Simple Past Tense

**Function:** to describe things that happened in the past.

![S + V 2 + O]

Example: a. He **travelled** all over the world to find one

b. She **said** that she **was** a real princess

Regular and irregular verb

a. **Regular verb** : Kata kerja teratur diakhiri dengan *d* atau *ed*

   **Contoh:**

<table>
<thead>
<tr>
<th>Basic form (V1)</th>
<th>Simple past (V2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Walk</td>
<td>Walked</td>
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<tr>
<td>Share</td>
<td>Shared</td>
</tr>
</tbody>
</table>

b. **Irregular verb** : kata kerja tidak teratur

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Thumbelina

I. Arranged the paragraphs below into a good storyline.

In a faraway land, there was a kind woman who had no children. She longed for a baby and would often say, “How I would love to have a baby girl, even a tiny little one.”

A beautiful fairy heard her wish one day, and gave her a little seed to plant in a flowerpot. When the seed bloomed into a tulip, the woman saw a tiny, beautiful girl inside, no bigger than her thumb. She decided to call her Thumbelina. She was so small that she had a walnut shell for a bed and used petals as a blanket.

Then, an ugly toad fell in love with Thumbelina. One night when she was sleeping, he carried her off to his lily pad in a pond. Thumbelina was very unhappy. A swallow was passing by and saw how sad she looked, and said, “Come south with me to warmer lands.”

Young Thumbelina flew away on the swallow’s back. They flew across the seas and came to a land of sunshine. The swallow said, “This is my home. You can live in one of the loveliest and biggest flowers.” When Thumbelina stepped inside, she found a handsome fairy, as tiny as her, in its heart. He was the son of the king of flowers and he fell in love with Thumbelina.

Then, the handsome fairy, the son of the king of flowers asked her to marry him. She was so happy and agreed to marry him. So Thumbelina became queen of the flowers and the two lived happily ever after.
II. Work in your group to find 15 verbs in the past form (V2) and then change into the basic form (V1) and find the meaning of each word!

<table>
<thead>
<tr>
<th>Simple Past (V2)</th>
<th>Simple present (Base form /V1)</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>longed</td>
<td>Long</td>
<td>merindukan</td>
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III. Answer the questions bellow with the correct answer!

1. What does the text mainly tell us about?

2. Who was Thumbelina?

3. What happened to Thumbelina when she was sleeping?

4. a. “Come south with me to warmer lands.” What is the antonym of warmer?

   b. “He carried her off to his lily pad in a pond.” What is the synonym of carried?

5. What was the ending of the story?
Individual Quiz

Name: 
Class: 

Thumbelina

In a faraway land, there was a kind woman who had no children. She longed for a baby and would often say, “How I would love to have a baby girl, even a tiny little one.”

A beautiful fairy heard her wish one day, and gave her a little seed to plant in a flowerpot. When the seed bloomed into a tulip, the woman saw a tiny, beautiful girl inside, no bigger than her thumb. She decided to call her Thumbelina. She was so small that she had a walnut shell for a bed and used petals as a blanket.

Then, an ugly toad fell in love with Thumbelina. One night when she was sleeping, he carried her off to his lily pad in a pond. Thumbelina was very unhappy. A swallow was passing by and saw how sad she looked, and said, “Come south with me to warmer lands.”

Young Thumbelina flew away on the swallow’s back. They flew across the seas and came to a land of sunshine. The swallow said,” This is my home. You can live in one of the loveliest and biggest flowers.” When Thumbelina stepped inside, she found a handsome fairy, as tiny as her, in its heart. He was the son of the king of flowers and he fell in love with Thumbelina.

Then, the handsome fairy, the son of the king of flowers asked her to marry him. She was so happy and agreed to marry him. So Thumbelina became queen of the flowers and the two lived happily ever after.

1. Find the synonym of these words from the text and translate the meaning into Indonesian!

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good-hearted</td>
<td>Kind</td>
<td>hearted</td>
</tr>
<tr>
<td>(paragraph.1)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Blossomed (par.2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brought (par.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pool (par.3)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Largest (par.4)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. “One night when she was sleeping, he carried her off to his lily pad in a pond.” The underlined word refers to….
3. “Come south with me to warmer lands.” What is the antonym of warmer?

4. “She was so happy and agreed to marry him.” What is the antonym of agreed?

5. What is the basic form of the words below?

<table>
<thead>
<tr>
<th>Simple past (V2)</th>
<th>Simple present (Base form/V1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>heard</td>
<td></td>
</tr>
<tr>
<td>had</td>
<td></td>
</tr>
<tr>
<td>saw</td>
<td></td>
</tr>
<tr>
<td>looked</td>
<td></td>
</tr>
<tr>
<td>flew</td>
<td></td>
</tr>
<tr>
<td>stepped</td>
<td></td>
</tr>
<tr>
<td>fell</td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX 4

Samples of Students’
Individual Quiz Worksheet

In Cycle One
Meeting 2

Individual Quiz: The Princess and the Pea

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but he could not get what he wanted. There were many princesses, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, because he really wanted to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the palace gate, and the old king went to open it. It was a beautiful girl standing out there in front of the gate. But, good gracious! The rain and the wind had made her looked badly. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. However, she said that she was a real princess from a faraway Kingdom.

“Well, we’ll find out about that soon,” thought the old queen. The old queen didn’t say anything and went into the bed-room. She took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. In the morning she was asked how she had slept.

“Oh, very badly!” she said. “I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It’s horrible!” Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, because he finally knew that she was a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it. There, that is a true story.

1. What is the synonym of ‘horrible’ that can be found in paragraph 2?
   horrible = badly

2. What is the synonym of ‘hardly’ that can be found in paragraph 4?
   hardly = badly

3. “There were many princesses, but it was difficult to find out whether they were real ones.” What is the antonym of the underlined word?
   real = fake

4. “I was lying on something hard.” What is the antonym of ‘hard’?
   hard = soft

5. What is the antonym of ‘top’ that can be found in paragraph 3?
   top = bottom
6. Find the V1 form of the past verbs below:

<table>
<thead>
<tr>
<th>Past Tense (V2)</th>
<th>Basic Form (V1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Came</td>
<td>Come</td>
</tr>
<tr>
<td>Poured</td>
<td>Pour</td>
</tr>
<tr>
<td>Took</td>
<td>Take</td>
</tr>
<tr>
<td>Went</td>
<td>Go</td>
</tr>
<tr>
<td>Made</td>
<td>Make</td>
</tr>
</tbody>
</table>

7. Find the meaning of the bold words on the text!

- Travelled = bergerak
- Real = benar / asli
- Terrible = mengerikan
- Storm = badai
- Thunder = petir
- Lightning = petir
- Rain = hujan
- Torrents = deras
- Gate = gerbang
- Felt = mencakar

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
Meeting 2

Individual Quiz : The Princess and the Pea

Once upon a time there was a prince who wanted to marry a princess; but she would have to be a real princess. He travelled all over the world to find one, but he could not get what he wanted. There were many princesses, but it was difficult to find out whether they were real ones. There was always something about them that was not as it should be. So he came home again and was sad, because he really wanted to have a real princess.

One evening a terrible storm came on; there was thunder and lightning, and the rain poured down in torrents. Suddenly a knocking was heard at the palace gate; and the old king went to open it. It was a beautiful girl standing out there in front of the gate. But, good gracious! The rain and the wind had made her looked badly. The water ran down from her hair and clothes; it ran down into the toes of her shoes and out again at the heels. However, she said that she was a real princess from a faraway Kingdom.

“Well, we'll find out about that soon”, thought the old queen. The old queen didn't say anything and went into the bed-room. She took all the bedding off the bedstead, and laid a pea on the bottom; then she took twenty mattresses and laid them on the pea, and then twenty eider-down beds on top of the mattresses. On this the princess had to lie all night. In the morning she was asked how she had slept.

"Oh, very badly!” she said. "I have scarcely closed my eyes all night. Heaven only knows what was in the bed, but I was lying on something hard, so that I am black and blue all over my body. It's horrible!” Now they knew that she was a real princess because she had felt the pea right through the twenty mattresses and the twenty eider-down beds. Nobody but a real princess could be as sensitive as that.

So the prince took her for his wife, because he finally knew that she was a real princess; and the pea was put in the museum, where it may still be seen, if no one has stolen it. There, that is a true story.

1. What is the synonym of ‘horrible’ that can be found in paragraph 2?
   - *Terrible*

2. What is the synonym of ‘hardly’ that can be found in paragraph 4?
   - *Rough (scarcely)*

3. “There were many princesses, but it was difficult to find out whether they were real ones.” What is the antonym of the underlined word?
   - *Easy*

4. “I was lying on something hard.” What is the antonym of ‘hard’?
   - *Soft*

5. What is the antonym of ‘top’ that can be found in paragraph 3?
   - *Bottom*
6. Find the V1 form of the past verbs below:

<table>
<thead>
<tr>
<th>Past Tense (V2)</th>
<th>Basic Form (V1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Came</td>
<td>come</td>
</tr>
<tr>
<td>Poured</td>
<td>pour</td>
</tr>
<tr>
<td>Took</td>
<td>take</td>
</tr>
<tr>
<td>Went</td>
<td>go</td>
</tr>
<tr>
<td>Made</td>
<td>make</td>
</tr>
</tbody>
</table>

7. Find the meaning of the bold words on the text:

- Travelled = berperebahan
- Real = nyata/benar
- Terrible = mengiurain/buruk
- Storm = petir
- Thunder = gemuruh
- Lightning = kilat
- Rain = hujan
- Torrents = deras
- Gate = garbang
- Felt = merasakan

\[
\text{TRUE} = 18 \times 5 = 90
\]
APPENDIX 5
Samples of Students’ Individual Quiz Worksheet In Cycle Two
Individual Quiz

Name: Nida Nisa Pardita
Class: 7B / 6

Thumbelina

In a faraway land, there was a kind woman who had no children. She longed for a baby and would often say, "How I would love to have a baby girl, even a tiny little one."

A beautiful fairy heard her wish one day, and gave her a little seed to plant in a flowerpot. When the seed bloomed into a tulip, the woman saw a tiny, beautiful girl inside, no bigger than her thumb. She decided to call her Thumbelina. She was so small that she had a walnut shell for a bed and used petals as a blanket.

Then, an ugly toad fell in love with Thumbelina. One night when she was sleeping, he carried her off to his lily pad in a pond. Thumbelina was very unhappy. A swallow was passing by and saw how sad she looked, and said, "Come south with me to warmer lands."

Young Thumbelina flew away on the swallow’s back. They flew across the seas and came to a land of sunshine. The swallow said, "This is my home. You can live in one of the loveliest and biggest flowers." When Thumbelina stepped inside, she found a handsome fairy, as tiny as her, in its heart. He was the son of the king of flowers and he fell in love with Thumbelina.

Then, the handsome fairy, the son of the king of flowers asked her to marry him. She was so happy and agreed to marry him. So Thumbelina became queen of the flowers and the two lived happily ever after.

1. Find the synonym of these words from the text and translate the meaning into Indonesian.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good-hearted (paragraph 1)</td>
<td>kind</td>
<td>Baik hati</td>
</tr>
<tr>
<td>Blossomed (par.2)</td>
<td>bloomed</td>
<td>Berbunga</td>
</tr>
<tr>
<td>Brought (par.3)</td>
<td>carried</td>
<td>Dibawa</td>
</tr>
<tr>
<td>Pool (par.3)</td>
<td>pond</td>
<td>Kolam</td>
</tr>
<tr>
<td>Largest (par.4)</td>
<td>biggest</td>
<td>Paling besar</td>
</tr>
</tbody>
</table>

2. “One night when she was sleeping, he carried her off to his lily pad in a pond.” The underlined word refers to... an ugly toad

3. “Come south with me to warmer lands.” What is the antonym of warmer?

   cooler

4. “She was so happy and agreed to marry him.” What is the antonym of agreed?

   disagreed
5. What is the basic form of the words below?

<table>
<thead>
<tr>
<th>Simple past (V2)</th>
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<tbody>
<tr>
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<td>fly</td>
</tr>
<tr>
<td>stepped</td>
<td>step</td>
</tr>
<tr>
<td>fell</td>
<td>fall</td>
</tr>
</tbody>
</table>

\[ 8 + 3 + 7 = 18 \]
Individual Quiz

Name: Alexandra Diana Laurati (Neah)
Class: 7B/08

Korektor: Chendi Cipta
Budi Jatinika
(CCEJ)

10 + 1 + 1 + 7 = 20 × 5 = 100

Plagiar is a bad action.

Thumbelina

In a faraway land, there was a kind woman who had no children. She longed for a baby and would often say, “How I would love to have a baby girl, even a tiny little one.”

A beautiful fairy heard her wish one day, and gave her a little seed to plant in a flowerpot. When the seed bloomed into a tulip, the woman saw a tiny, beautiful girl inside, no bigger than her thumb. She decided to call her Thumbelina. She was so small that she had a walnut shell for a bed and used petals as a blanket.

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<td>baik hati</td>
</tr>
<tr>
<td>Blossomed (par.2)</td>
<td>bloomed</td>
<td>mawar</td>
</tr>
<tr>
<td>Brought (par.3)</td>
<td>carried</td>
<td>membawa</td>
</tr>
<tr>
<td>Pool (par.3)</td>
<td>pond</td>
<td>kolam</td>
</tr>
<tr>
<td>Largest (par.4)</td>
<td>biggest</td>
<td>paling besar</td>
</tr>
</tbody>
</table>

2. “One night when she was sleeping, he carried her off to his lily pad in a pond.” The underlined word refers to an ugly toad.

3. “Come south with me to warmer lands.” What is the antonym of warmer? cooler / colder

4. “She was so happy and agreed to marry him.” What is the antonym of agreed? disagreed
5. What is the basic form of the words below?

<table>
<thead>
<tr>
<th>Simple past (V2)</th>
<th>Simple present (Base form/V1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>heard</td>
<td>hear</td>
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<tr>
<td>had</td>
<td>have</td>
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<tr>
<td>saw</td>
<td>see</td>
</tr>
<tr>
<td>looked</td>
<td>look</td>
</tr>
<tr>
<td>flew</td>
<td>fly</td>
</tr>
<tr>
<td>stepped</td>
<td>step</td>
</tr>
<tr>
<td>fell</td>
<td>fall</td>
</tr>
</tbody>
</table>
APPENDIX 6

Samples of Students’ Questionnaire
**KUISIONER**

**Penerapan Cooperative Learning Approach (STAD) dalam Meningkatkan Partisipasi Siswa**

Berikan respon kepada pernyataan-pernyataan dibawah ini dengan memberikan tanda centang (✓) di dalam kolom SANGAT SETUJU, SETUJU, TIDAK SETUJU, SANGAT TIDAK SETUJU. Isilah kolom alasan untuk memberikan informasi tambahan mengenai jawaban anda.

<table>
<thead>
<tr>
<th>NO</th>
<th>PERNYATAAN</th>
<th>RESPON</th>
<th>Alasan</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya mendengarkan penjelasan guru dengan seksama</td>
<td>✓</td>
<td>Saya tidak, tidak mengerti apa?</td>
</tr>
<tr>
<td>2</td>
<td>Menurut saya metode pembelajaran didalam kelompok lebih menarik</td>
<td>✓</td>
<td>Karena mengosongkan</td>
</tr>
<tr>
<td>3</td>
<td>Saya lebih bersenang untuk belajar di dalam kelompok</td>
<td>✓</td>
<td>Lebih dapat komunikasi</td>
</tr>
<tr>
<td>4</td>
<td>Saya dapat bekerja sama dengan anggota kelompok saya lainnya</td>
<td>✓</td>
<td>Kelompoknya nekadlah</td>
</tr>
<tr>
<td>5</td>
<td>Saya berpartisipasi aktif dalam diskusi kelompok</td>
<td>✓</td>
<td>Karena saya senang</td>
</tr>
<tr>
<td>6</td>
<td>Saya berpartisipasi aktif dalam mengerjakan tugas kelompok</td>
<td>✓</td>
<td>Karena saya senang</td>
</tr>
<tr>
<td>7</td>
<td>Saya membantu anggota kelompok saya yang lain dalam memahami materi dan mengerjakan tugas</td>
<td>✓</td>
<td>Karena saya ingin memahami materi dan mengerjakan tugas agar jadi lebih baik.</td>
</tr>
<tr>
<td>8</td>
<td>Saya dapat mengerjakan tugas</td>
<td>✓</td>
<td>Karena saya senang</td>
</tr>
<tr>
<td>No</td>
<td>Pernyataan</td>
<td>Tanda</td>
<td>Alasan</td>
</tr>
<tr>
<td>----</td>
<td>-----------------------------------</td>
<td>-------</td>
<td>---------------------------------------------</td>
</tr>
<tr>
<td>9</td>
<td>Saya ikut berusaha menjadi kelompok saya yang terbaik di antara kelompok lainnya</td>
<td>✔</td>
<td>Karena ingin menjadi yang terbaik.</td>
</tr>
<tr>
<td>10</td>
<td>Saya merasa lebih senang belajar Bahasa Inggris dengan cara ini</td>
<td>✔</td>
<td>Karena lebih asyik.</td>
</tr>
<tr>
<td>11</td>
<td>Menurut saya metode belajar secara kooperatif didalam kelompok (STAD) dapat meningkatkan kemampuan Bahasa Inggris saya</td>
<td>✔</td>
<td>Karena banyak pengapahan yang kita dapat dengan cara ini.</td>
</tr>
<tr>
<td>12</td>
<td>Saya lebih aktif bertanya kepada guru</td>
<td>✔</td>
<td>Agar lebih mengerti</td>
</tr>
<tr>
<td>13</td>
<td>Semua anggota kelompok saya berpartisipasi dengan aktif</td>
<td>✔</td>
<td>Karena semua anggota saya ingin terlibat.</td>
</tr>
<tr>
<td>14</td>
<td>Saya mengerjakan kuis yang diberikan oleh guru dengan serius</td>
<td>✔</td>
<td>Karena saya ingin mendapatkan nilai yang baik.</td>
</tr>
</tbody>
</table>
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Nama/No.absen: Angha 0823 S/03

**KUISIONER**

**Penerapan Cooperative Learning Approach (STAD) dalam Meningkatkan Partisipasi Siswa**

Berikan respon kepada pernyataan-pernyataan di bawah ini dengan memberikan tanda centang (✓) di dalam kolom SANGAT SETUJU, SETUJU, TIDAK SETUJU, SANGAT TIDAK SETUJU. Isilah kolom alasan untuk memberikan informasi tambahan mengenai jawaban anda.

<table>
<thead>
<tr>
<th>NO</th>
<th>PERNYATAAN</th>
<th>SANGAT SETUJU</th>
<th>SETUJU</th>
<th>TIDAK SETUJU</th>
<th>SANGAT TIDAK SETUJU</th>
<th>ALASAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya mendengarkan penjelasan guru dengan seksama</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Menurut saya metode pembelajaran didalam kelompok lebih menarik</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Saya lebih bersemangat untuk belajar di dalam kelompok</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Saya dapat bekerja sama dengan anggota kelompok saya lainnya</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Saya berpartisipasi aktif dalam diskusi kelompok</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Saya berpartisipasi aktif dalam mengerjakan tugas kelompok</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Saya membantu anggota kelompok saya yang lain dalam memahami materi dan mengerjakan tugas</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Saya dapat mengerjakan tugas</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Keterangan awalnya
<table>
<thead>
<tr>
<th>No</th>
<th>Deskripsi Belajar</th>
<th>Keterangan</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Saya ikut berusaha menjadi kelompok saya yang terbaik di antara kelompok lainnya</td>
<td>Sudah diberi materi</td>
</tr>
<tr>
<td>10</td>
<td>Saya merasa lebih senang belajar Bahasa Inggris dengan cara ini</td>
<td>Agar kelompok ini menjadi yang pertama dan tidak diganggu karena kurangnya belajarnya, sangat dan tidak buta tegang</td>
</tr>
<tr>
<td>11</td>
<td>Menurut saya, metode belajar secara kooperatif didalam kelompok (STAD) dapat meningkatkan kemampuan Bahasa Inggris saya</td>
<td>Agar solusi bertakar pendapat</td>
</tr>
<tr>
<td>12</td>
<td>Saya lebih aktif bertanya kepada guru</td>
<td>Agar mengerti materinya</td>
</tr>
<tr>
<td>13</td>
<td>Semua anggota kelompok saya berpartisipasi dengan aktif</td>
<td>Agar menjadi kelompok terbaik</td>
</tr>
<tr>
<td>14</td>
<td>Saya mengerjakan kuis yang diberikan oleh guru dengan serius</td>
<td>Agar bisa mengerjakan kuis itu</td>
</tr>
</tbody>
</table>
APPENDIX 7

Questionnaire Raw Data
### Questionnaire Raw Data

<table>
<thead>
<tr>
<th>No</th>
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<th>Sangat Setuju</th>
<th>Setuju</th>
<th>Tidak Setuju</th>
<th>Sangat Tidak Setuju</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Saya mendengarkan penjelasan guru dengan seksama</td>
<td>27.78%</td>
<td>69.44%</td>
<td>2.78%</td>
<td>0.00%</td>
</tr>
<tr>
<td>2</td>
<td>Menurut saya metode pembelajaran didalam kelompok lebih menarik</td>
<td>41.67%</td>
<td>50.00%</td>
<td>8.33%</td>
<td>0.00%</td>
</tr>
<tr>
<td>3</td>
<td>Saya lebih bersemangat untuk belajar di dalam kelompok</td>
<td>30.56%</td>
<td>58.33%</td>
<td>11.11%</td>
<td>0.00%</td>
</tr>
<tr>
<td>4</td>
<td>Saya dapat bekerja sama dengan anggota kelompok saya lainnya</td>
<td>27.78%</td>
<td>66.67%</td>
<td>5.56%</td>
<td>0.00%</td>
</tr>
<tr>
<td>5</td>
<td>Saya berpartisipasi aktif dalam diskusi kelompok</td>
<td>25.00%</td>
<td>75.00%</td>
<td>0.00%</td>
<td>0.00%</td>
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<td>Saya berpartisipasi aktif dalam mengerjakan tugas kelompok</td>
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<td>72.22%</td>
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<td>0.00%</td>
</tr>
<tr>
<td>7</td>
<td>Saya membantu anggota kelompok saya yang lain dalam memahami materi dan mengerjakan tugas</td>
<td>16.67%</td>
<td>80.56%</td>
<td>2.78%</td>
<td>0.00%</td>
</tr>
<tr>
<td>8</td>
<td>Saya dapat mengerjakan tugas yang diberikan oleh guru</td>
<td>41.67%</td>
<td>55.56%</td>
<td>2.78%</td>
<td>0.00%</td>
</tr>
<tr>
<td>9</td>
<td>Saya ikut berusaha menjadikan kelompok saya yang terbaik diantara kelompok lainnya</td>
<td>47.22%</td>
<td>50.00%</td>
<td>2.78%</td>
<td>0.00%</td>
</tr>
<tr>
<td>10</td>
<td>Saya merasa lebih senang belajar Bahasa Inggris dengan cara ini</td>
<td>33.33%</td>
<td>61.11%</td>
<td>5.56%</td>
<td>0.00%</td>
</tr>
<tr>
<td>11</td>
<td>Menurut saya metode</td>
<td>41.67%</td>
<td>55.56%</td>
<td>2.78%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
belajar secara kooperatif didalam kelompok (STAD) dapat meningkatkan kemampuan Bahasa Inggris saya

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Saya lebih aktif bertanya kepada guru</td>
<td>27.78%</td>
<td>58.33%</td>
</tr>
<tr>
<td>13</td>
<td>Semua anggota kelompok saya berpartisipasi dengan aktif</td>
<td>22.22%</td>
<td>69.44%</td>
</tr>
<tr>
<td>14</td>
<td>Saya mengerjakan kuis yang diberikan oleh guru dengan serius</td>
<td>16.67%</td>
<td>80.56%</td>
</tr>
</tbody>
</table>

PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 8

Interview Guide for Observer
1). Bagaimana pendapat bapak mengenai penerapan Cooperative Learning di dalam pelajaran ekstrakurikuler Bahasa Inggris melalui metode STAD?

2). Apakah metode pembelajaran ini tepat untuk diterapkan pada pembelajaran ekstrakurikuler Bahasa Inggris?

3). Menurut pendapat Bapak, apakah metode STAD dalam Cooperative Learning dapat membantu meningkatkan partisipasi siswa kelas VII B di kelas Ekstrakurikuler Bahasa Inggris?

4). Apa saran Bapak tentang penerapan metode Student Team Achievement Development dalam Cooperative Learning di kelas Ekstrakurikuler Bahasa Inggris?
APPENDIX 9

Interview Transcript
JAWABAN WAWANCARA

1. PENDAPAT SAYA SETELAH MENGMATI DALAM KBM STAD
   

2. KETEPATAN
   

   
   Dalam kerja kelompok semua anggota parasiswa aktif berpartisipasi dalam menyelesaikan kerja kelompok dalam hal ini menyusun paragraph/ cerita/percakapan. Dan mereka berusaha agar kelompoknya menjadi yang terbaik. Tentu komunikasi aktif dalam bahasa Inggris meningkat dalam diskusi menyelesaikan tugas tersebut. Bila tidak jelas hampir
semua akan bertanya kepada guru mereka. Dengan demikian mereka sangat meningkat 
partisipasi untuk senang dan aktif dalam bhs Inggris.

4. SARAN

Metode tersebut saya cocok untuk ekstrakurikuler Bhs Inggris. Oleh karena itu bila hal 
terebut diteliti dan hasilnya dibukukan. Bahwa hal ini sangat berguna bagi perkembangan 
bahasa Inggris lebih – lebih ekstrakurikuler. Hal ini akan bermanfaat bagi sekolah SMP 
dan bahkan SMA untuk mengkatkan kemampuan berkomunikasi bahasa Inggris.

OBSERVER

Drs. Isidorus Sumardiyo, M.Si
APPENDIX 10

Interview Guide for Students
INTERVIEW GUIDE WITH STUDENTS

1). Apakah anda menyukai metode belajar cooperative learning yang diterapkan oleh peneliti? Mengapa?

2). Bagaimana menurut pendapat anda tentang metode pembelajaran (cooperative learning) yang diterapkan oleh peneliti di kelas Ekstrakurikuler Bahasa Inggris?

3). Apakah metode pembelajaran yang diterapkan di kelas Ekstrakurikuler Bahasa Inggris ini dapat membantu anda untuk lebih berpartisipasi dan membuat proses belajar menjadi lebih menarik?

4). Apakah penerapan metode pembelajaran cooperative learning dapat membantu anda untuk mengembangkan kemampuan berbahasa Inggris?

5). Apa harapan anda mengenai proses pembelajaran Ekstrakurikuler Bahasa Inggris berkaitan dengan metode Cooperative Learning
APPENDIX 11
Interview Transcript
INTERVIEW TRANSCRIPT

1. Student # 3

1). Apakah kamu menyukai metode belajar cooperative learning yang diterapkan oleh peneliti? Mengapa?

   *eh.. iya. Soalnya kan jadi.. kalau diskusi kan yang jelas itu jawabannya jadi lebih tepat. udah gitu.*

2). Bagaimana pendapatmu tentang metode pembelajaran (cooperative learning) yang diterapkan oleh peneliti di kelas Ekstrakurikuler Bahasa Inggris?

   *Emm, bagus. bagus aja sih... Metode ini lebih menarik aja.*

3). Apakah metode pembelajaran yang diterapkan di kelas Ekstrakurikuler Bahasa Inggris ini dapat membantu kamu untuk lebih berpartisipasi dan membuat proses belajar menjadi lebih menarik?

   *Iya bisa lebih berpartisipasi. Ya kalau mencari kelompok lebih mudah dan ya itu tadi diskusi lebih tepat.*

4). Apakah penerapan metode pembelajaran cooperative learning dapat membantu kamu untuk mengembangkan kemampuan berbahasa Inggris?

   *Iya, bisa. Iya jadi aku merasa lebih terbantu.*

5). Apa harapanmu mengenai proses pembelajaran Ekstrakurikuler Bahasa Inggris berkaitan dengan metode Cooperative Learning

   Harapannya ya metode ini bisa dikembangkan lagi dan terus diterapkan.
2. Student # 7

1). Apakah kamu menyukai metode belajar cooperative learning yang diterapkan oleh peneliti? Mengapa?

*Iya, karena itu sangat seru dan bisa belajar bekerja sama antar sesame anggota kelompok.*

2). Bagaimana pendapatmu tentang metode pembelajaran (cooperative learning) yang diterapkan oleh peneliti di kelas Ekstrakurikuler Bahasa Inggris?

*Metode ini lebih menarik.*

3). Apakah metode pembelajaran yang diterapkan di kelas Ekstrakurikuler Bahasa Inggris ini dapat membantu kamu untuk lebih berpartisipasi dan membuat proses belajar menjadi lebih menarik?

*Ya bisa. Kita jadi lebih bias mengasah ilmu yang kita punya. Kalau kita belum tau banyak hal kita bisa bertanya sama teman.*

4). Apakah penerapan metode pembelajaran cooperative learning dapat membantu kamu untuk mengembangkan kemampuan berbahasa Inggris?

*Iya bisa karena kita bisa saling tanya jawab tentang apa yang kita belum bisa, lalu bisa lebih menambah wawasan diri...wawasan kita.*

5). Apa harapanmu mengenai proses pembelajaran Ekstrakurikuler Bahasa Inggris berkaitan dengan metode Cooperative Learning

*Harapannya semoga metode ini bisa juga diterapkan di pelajaran yang lain*
3. Student # 15

1). Apakah kamu menyukai metode belajar cooperative learning yang diterapkan oleh peneliti? Mengapa?

*Iya karena bisa berbaur dengan teman dan bisa saling bertukar ilmu.*

2). Bagaimana pendapatmu tentang metode pembelajaran (cooperative learning) yang diterapkan oleh peneliti di kelas Ekstrakurikuler Bahasa Inggris?

*Pendapatnya ya bagus sih, mudah dipelajari.*

3). Apakah metode pembelajaran yang diterapkan di kelas Ekstrakurikuler Bahasa Inggris ini dapat membantu kamu untuk lebih berpartisipasi dan membuat proses belajar menjadi lebih menarik?

*Iya bisa karena dijelaskan terlebih dulu lebih detail dan bisa bertanya kepada teman.*

4). Apakah penerapan metode pembelajaran cooperative learning dapat membantu kamu untuk mengembangkan kemampuan berbahasa Inggris?

*Iya, bisa. Misalnya di bagian membaca ceritanya.*

5). Apa harapanmu mengenai proses pembelajaran Ekstrakurikuler Bahasa Inggris berkaitan dengan metode Cooperative Learning

*Ya harapannya semoga semua siswa menjadi lebih giat belajar.*
4. Student # 18

1). Apakah kamu menyukai metode belajar cooperative learning yang diterapkan oleh peneliti? Mengapa?

*Ya suka. Sangat suka karena kontak dengan teman-teman lebih besar, lebih mudah, ga usah teriak-teriak.*

2). Bagaimana pendapatmu tentang metode pembelajaran (cooperative learning) yang diterapkan oleh peneliti di kelas Ekstrakurikuler Bahasa Inggris?

*Menyenangkan dan materinya lebih mudah dipahami.*

3). Apakah metode pembelajaran yang diterapkan di kelas Ekstrakurikuler Bahasa Inggris ini dapat membantu kamu untuk lebih berpartisipasi dan membuat proses belajar menjadi lebih menarik?

*Bisa. Ya kan karena kalau kerja bersama teman lebih percaya diri untuk mengerjakan, Tanya-tanya kepada teman.*

4). Apakah penerapan metode pembelajaran cooperative learning dapat membantu kamu untuk mengembangkan kemampuan berbahasa Inggris?

*Iya, bisa. Cuma di bagian kata-kata.*

5). Apa harapanmu mengenai proses pembelajaran Ekstrakurikuler Bahasa Inggris berkaitan dengan metode Cooperative Learning

*Harapannya ya nanti biar bahasa inggris nya lebih bagus. Kalau UN nilai nya 9.*
5. Student # 21

1). Apakah kamu menyukai metode belajar cooperative learning yang diterapkan oleh peneliti? Mengapa?

_Sangat suka karena kita itu kan kalo di metode tadi itu kan biasanya kelompok kan miss. Kita itu bisa menemukan gagasan-gagasan kreatif kita terus menemukan jawaban-jawaban baru terus dirangkum jadi satu jawaban terus mudah dipahami._

2). Bagaimana pendapatmu tentang metode pembelajaran (cooperative learning) yang diterapkan oleh peneliti di kelas Ekstrakurikuler Bahasa Inggris?

_Kalau kurangnya ga ada. Enak enak aja. Soalnya pada waktu menggunakan metode itu belajarnya jadi lebih gampang dipahami. Dari sisi meaning nya kita lebih mengerti. Terus kita bisa melatih pengetahuan kita itu._

3). Apakah metode pembelajaran yang diterapkan di kelas Ekstrakurikuler Bahasa Inggris ini dapat membantu kamu untuk lebih berpartisipasi dan membuat proses belajar menjadi lebih menarik?

_Sangat bisa._

4). Apakah penerapan metode pembelajaran cooperative learning dapat membantu kamu untuk mengembangkan kemampuan berbahasa Inggris?

_Iya, bisa. Kalau kita belum tau arti kata-kata dalam bahasa inggris, kita bisa tahu dari teman-teman juga dan bisa melatih speaking kita._

5). Apa harapanmu mengenai proses pembelajaran Ekstrakurikuler Bahasa Inggris berkaitan dengan metode Cooperative Learning

_Harapannya sih bisa diterapin sama semua mata pelajaran, biar mudah dipahami gitu loh. Biar gagasan kreatif nya setiap murid itu keluar jadinya kan kita bisa lebih enak belajar._
APPENDIX 12

Observation Checklist and Field Notes in Cycle One
# LEMBAR OBSERVASI

Partisipasi Siswa di kelas Ekstrakurikuler Bahasa Inggris VII B

**Tanggal**: 7 April 2019  
**Topik**: Narrative  
**Cycle**: 1/pertemuan 1

<table>
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<tr>
<td>1</td>
<td>Siswa memperhatikan presentasi guru</td>
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<td></td>
<td>Membaca dan memberikan komentar atas presentasi guru</td>
</tr>
<tr>
<td>2</td>
<td>Siswa tertarik dalam melakukan pembelajaran kelompok</td>
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<td></td>
<td>Membaca semua dan memberikan masukan atas tugas kelompok</td>
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<tr>
<td>3</td>
<td>Tiap siswa berpartisipasi dalam pembelajaran kelompok dengan aktif</td>
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<td>Membaca semua tugas dan aktif dalam pembelajaran kelompok</td>
</tr>
<tr>
<td>4</td>
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<td>Membaca semua tugas dan aktif dalam pembelajaran kelompok</td>
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<tr>
<td>5</td>
<td>Siswa dapat bekerjasama dengan baik</td>
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<td></td>
<td>Membaca semua tugas dan aktif dalam pembelajaran kelompok</td>
</tr>
<tr>
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<td></td>
<td>Membaca semua tugas dan aktif dalam pembelajaran kelompok</td>
</tr>
<tr>
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<td>Membaca semua tugas dan aktif dalam pembelajaran kelompok</td>
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<td>Membaca semua tugas dan aktif dalam pembelajaran kelompok</td>
</tr>
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<tr>
<td>----</td>
<td>----------------------------</td>
<td>--------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Siswa membantu teman dalam kelompok dengan saling menjelaskan</td>
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</tr>
<tr>
<td>10</td>
<td>Siswa bertanya kepada guru saat mengalami kesulitan</td>
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<td></td>
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</tr>
<tr>
<td>11</td>
<td>Siswa menjawab pertanyaan dari guru</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Siswa dapat belajar dari teman satu kelompok</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Siswa aktif membantu dalam proses pengembangan skor</td>
<td>V</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Siswa dapat mengikuti aktivitas STAD dengan baik</td>
<td>V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer:

Drs. Isidorus S. M.Si.
CATATAN LAPANGAN

Hari/tanggal : Sen, 7 April 2019
Waktu :
Kelas/cycle : VII B/1 - pertemuan 1
Penelitian : Cooperative Learning – Student Team Achievement Development
Subyek : Partisipasi Siswa, saling ketergantungan positif, tatap muka, tanggung jawab perseroan dan kelompok, komunikasi antar anggota, evaluasi proses kelompok

Keterangan :

STAD

Cara kerja mandiri, cara saling kejaksan dalam kegiatan belajar mengajar. Dengan tatap muka, semua aktif dengan senang hati dan saling mendukung. Saya satu dan damai.

Tanggapan :

Baik, kegiatan ini baik diikuti dan diembelahkan. Dalam kegiatan, tercatat bahwa siswa secara senantang dan terbuka hati menerima nasihat.
LEMBAR OBSERVASI

Partisipasi Siswa di kelas Ekstrakurikuler Bahasa Inggris VII B

<table>
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<td>Siswa memperhatikan presentasi guru</td>
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<td></td>
</tr>
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<td>2</td>
<td>Siswa aktif bertanya kepada guru</td>
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<tr>
<td>3</td>
<td>Siswa aktif dalam menjawab pertanyaan guru</td>
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</tr>
<tr>
<td>4</td>
<td>Tiap siswa berpartisipasi dalam proses pembelajaran dengan aktif</td>
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<td></td>
</tr>
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<td>5</td>
<td>Siswa duduk dengan tenang</td>
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<tr>
<td>6</td>
<td>Siswa bekerja secara mandiri dalam menyelesaikan kuiz individu</td>
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<td></td>
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<tr>
<td>7</td>
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Tanggal: Selasa, 19 April 2019.
Topik: Narrative
Cycle: 1/ pertemuan 2
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</tr>
<tr>
<td>9</td>
<td>Siswa bersemangat dalam pemberian penghargaan kelompok</td>
<td>V</td>
</tr>
<tr>
<td>10</td>
<td>Siswa dapat mengikuti aktifitas-aktifitas dalam STAD dengan baik</td>
<td>V</td>
</tr>
</tbody>
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Observer

Ost. Isidore S. Hamadiyono, M.Si
CATATAN LAPANGAN

Hari/tanggal : Senin, 19 April 2019
Waktu :
Kelas/cycle : VII B/1 - pertemuan 2
Penelitian : Cooperative Learning – Student Team Achievement Development
Subyek : Partisipasi Siswa, saling ketergantungan positif, tatap muka, tanggung jawab perseorangan dan kelompok, komunikasi antar anggota, evaluasi proses kelompok.

Keterangan :

Dalam S T A D siswa saling membantu satu sama lain demi keberhasilan helayop. Maka dari itu, tanya ketergantungan dlm kelompok dan bertanggung jawab mnaupun menunjukkan penghargaan guna semu saja dlm helayopah buah lirip.

Tanggapan :

APPENDIX 13

Observation Checklist and Field Notes in Cycle Two
LEMBAR OBSERVASI

Partisipasi Siswa di kelas Ekstrakurikuler Bahasa Inggris VII B

<table>
<thead>
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<td>V</td>
<td></td>
<td>Mkn b ttnmr berpartisipasi &amp; mnyel: tugas mrgypkh</td>
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<td>4</td>
<td>Siswa dapat bekerja di dalam kelompok dengan baik</td>
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<td>Ya, klpasw rdhlh</td>
</tr>
<tr>
<td>7</td>
<td>Siswa dapat melakukan tugas yang diberikan oleh guru dengan baik</td>
<td>V</td>
<td></td>
<td>Ssua tugas lbp csls d blm mhtng</td>
</tr>
<tr>
<td>8</td>
<td>Siswa menyelesaikan setiap tugas yang diberikan oleh guru</td>
<td>V</td>
<td></td>
<td>Ssua csls</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>---</td>
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<td></td>
</tr>
<tr>
<td>9</td>
<td>Siswa membantu teman dalam kelompok dengan saling menjelaskan</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Siswa bertanya kepada guru saat mengalami kesulitan</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>Siswa menjawab pertanyaan dari guru</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>Siswa dapat belajar dari teman satu kelompok</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td>Siswa aktif membantu dalam proses pengembangan skor</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Siswa dapat mengikuti aktifitas STAD dengan baik</td>
<td>✔</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer

Desy Siswadewi
CATATAN LAPANGAN

Hari/tanggal : Selasa, 22 April 2019  
Waktu :  
Kelas/cycle : VII B/1 - pertemuan 1  
Penelitian : Cooperative Learning - Student Team Achievement Development  
Subyek : Partisipasi Siswa, saling ketergantungan positif tatap muka, tanggung jawab perseorangan dan kelompok, komunikasi antar anggota, evaluasi proses kelompok

Keterangan :

Yang saya amati sbb:
1. Siswa saling aktif dan keajaiban dalam kelompok, karenanya mereka merasa lebih dihargai dalam kelompok adalah mitinya. 
2. Siswa juga belajar saling komunikasi lewat percakapan dalam cerita/convension yang lengerap
3. Siswa antara kelompok berusaha untuk menyelesaikan tugas dalam kelompok paling cepat dan paling benar.

Tanggapan :

Amazing!
- Mereka tidak sabar dan malas belajar jika ada tugas dalam kelompok
- Siswa yq kerap merasa takut baik mahasiswa dalam kelompok 7yq lebih pandai
- Siswa tidak bosan "Wah... kok udah selesai?"
<table>
<thead>
<tr>
<th>NO</th>
<th>PERNYATAAN</th>
<th>ADA</th>
<th>TIDAK</th>
<th>KETERANGAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Siswa memperhatikan presentasi guru</td>
<td>✓</td>
<td></td>
<td>Cada menyempakkan guru memahami</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>dia atau rasa.</td>
</tr>
<tr>
<td>2</td>
<td>Siswa aktif bertanya kepada guru</td>
<td>✔</td>
<td></td>
<td>Baid ide barna dera/sirow/memelo-</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>cemen menjawa pertanyaan guru.</td>
</tr>
<tr>
<td>3</td>
<td>Siswa aktif dalam menjawab pertanyaan</td>
<td>✓</td>
<td></td>
<td>Cada berref buju menjawa/pertanyaan guru.</td>
</tr>
<tr>
<td></td>
<td>guru</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Tiap siswa berpartisipasi dalam proses</td>
<td>☑</td>
<td></td>
<td>Kim kelengak adalah milikey.</td>
</tr>
<tr>
<td></td>
<td>pembelajaran dengan aktif</td>
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<td></td>
<td></td>
</tr>
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<td>5</td>
<td>Siswa duduk dengan tenang</td>
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<td></td>
<td>Tafib</td>
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<tr>
<td>6</td>
<td>Siswa bekerja secara mandiri dalam</td>
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<td></td>
<td>Cada aja-yen-lasey dar buh</td>
</tr>
<tr>
<td></td>
<td>menyelesaikan kuis individu</td>
<td></td>
<td></td>
<td>guru.</td>
</tr>
<tr>
<td>7</td>
<td>Siswa dapat melakukan tugas yang diberikan oleh guru dengan baik</td>
<td>✔</td>
<td></td>
<td>Parasiswa menap diem bila dia buh cakna karya.</td>
</tr>
<tr>
<td>8</td>
<td>Siswa aktif membantu dalam proses</td>
<td>✓</td>
<td></td>
<td>aktif</td>
</tr>
<tr>
<td></td>
<td>pengembangan skor</td>
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<td>Deskripsi</td>
<td>Status</td>
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</tr>
<tr>
<td>9</td>
<td>Siswa bersemangat dalam pemberian penghargaan kelompok</td>
<td>V</td>
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<td></td>
</tr>
<tr>
<td>10</td>
<td>Siswa dapat mengikuti aktifitas-aktifitas dalam STAD dengan baik</td>
<td>V</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Observer: Drs. I. Sudarmiyono, M.Pd.
CATATAN LAPANGAN

Hari/tanggal : Rabu, 23 April 2019
Waktu :
Kelas/cycle : VII B/1 - pertemuan 2
Penelitian : Cooperative Learning – Student Team Achievement Development
Subyek : Partisipasi Siswa, saling ketergantungan positif, tatap muka, tanggung jawab perseorangan dan kelompok, komunikasi antar anggota, evaluasi proses kelompok

Keterangan :
1. Siswa aktif saling membantu dan memelihara hubungan dlm kelompok.
2. Siswa menerima umpan (sisa yg lemah) keja dlm kelompok.
3. Timbul persaingan sehat y/tetap yg terbaik dlm kelompok nya.

Tanggapan :

Amazing!
1. Sosial siswa tebangun yg pandai membantu yg lemah.
2. Siswa jadi senang dlp bkn tugas
3. Tidak ada kebosanan dlm (STAD) tetapi relajatan lebih tnggris jadi menarik
APPENDIX 14

Students’ Individual Test Score in Cycle One & Two
Students’ Individual Test Results in Cycle One & Cycle Two

<table>
<thead>
<tr>
<th>Student Number</th>
<th>Students’ Score in Cycle 1</th>
<th>Students’ Score in Cycle 2</th>
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<td>90</td>
</tr>
<tr>
<td>2</td>
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</tr>
<tr>
<td>3</td>
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<tr>
<td>4</td>
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<td>80</td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td>95</td>
</tr>
<tr>
<td>6</td>
<td>90</td>
<td>92.5</td>
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<tr>
<td>7</td>
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<tr>
<td>Average</td>
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</tbody>
</table>
APPENDIX 15

Pictures of Students’ Work in Study Group (Cycle One)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 16
Pictures of Students’ Work in Study Group (Cycle Two)
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI
APPENDIX 17

Pictures of Students’ Activities
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI

Picture of Class Presentation

Pictures of Study Group
PLAGIAT MERUPAKAN TINDAKAN TIDAK TERPUJI