

**THE PATTERNS OF COOPERATIVE LEARNING APPLIED
BY ENGLISH TEACHER AT 3rd SEMESTER ENGLISH
DEPARTMENT OF IAIN PALANGKA RAYA**

THESIS



**STATE ISLAMIC INSTITUTE OF PALANGKA RAYA
FACULTY OF TEACHER TRAINING AND EDUCATION
DEPARTEMENT OF LANGUAGE EDUCATION
STUDY PROGRAM OF ENGLISH EDUCATION
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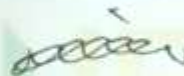
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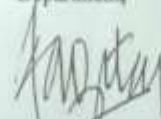
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MOTTO AND DEDICATION

TALK LESS, DO MORE

-Amy Poehler



This Thesis is dedicated to:

My beloved Father Sutino and Mother Sri Utami for their valuable endless prayer, sacrifice, and support. My beloved brothers Bagus Prasetyo, and Iqbal Nurizal Khasani. All my beloved friends who always encourage me.

DECLARATION OF AUTHORSHIP

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2. This thesis is the sole work of author and has not been written in collaboration with any other person, nor does it include, with due acknowledgement, the work of any other person.
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Palangka Raya, 23 Oktober 2018



Yours Faithfully,

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ABSTRACT

Oktafiani Lilis. 2018. *The Patterns of Cooperative Learning Method Applied by English Teacher at 3rd Semester English Department of IAIN Palangka Raya*. Thesis, Department of Language Education, Faculty of Teacher Training and Education, State Islamic Institute of Palangka Raya. Advisors: (I) M. Zaini Miftah, M.Pd, (II) Akhmad Ali Mirza, M.Pd.

Key words: Patterns, Cooperative Learning, Writing

This study aims to analyze the patterns and responses of cooperative learning methods used by the teacher. Two research questions were formulated in this study. (1) how are the patterns of cooperative learning applied by an English teacher at the English department of IAIN Palangka Raya; (2) What are the student responses to the implementation of cooperative learning applied by an English teacher at the English department of IAIN Palangka Raya

This study was case study with qualitative approach. For the data collection, it was used the instruments such as documentation by using audio recorder, then it was transcribed to be analyzed, questionnaire equipment with questionnaire guidelines, and interview equipped with interview guideline. To analyze the data, it was through the techniques: data collection, data display, data reduction, and conclusion/drawing. For the data endorsement, it was used triangulation technique.

The result showed that: first, the pattern used is small group teaching. Small-Group Teaching is a general classroom organizational plan in which learning takes place through cooperative group inquiry, discussion, and data gathering by students. Second, the student responses toward the implementation of cooperative learning method applied by an English teacher was good. When using cooperative learning, students are helped to make their work better. They were very enthusiastic when advancing in front of the class and discussing with the group.

ABSTRAK

Oktafiani Lilis. 2018. Pola Metode Pembelajaran Kooperatif yang Diaplikasikan oleh Guru Bahasa Inggris di Semester 3 Jurusan Bahasa Inggris IAIN Palangka Raya. Skripsi, Jurusan Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Institut Agama Islam Negeri Palangka Raya. Penasihat: (I) M. Zaini Miftah, M.Pd, (II) Akhmad Ali Mirza, M.Pd.

Kata Kunci: Pola, Metode Cooperative Learning, Menulis

Penelitian ini bertujuan untuk menganalisis pola dan tanggapan siswa metode pembelajaran kooperatif yang diterapkan oleh guru. Dua pertanyaan penelitian dirumuskan dalam penelitian ini. (1) Bagaimana pola pembelajaran kooperatif yang diterapkan oleh guru bahasa Inggris di departemen bahasa Inggris IAIN Palangka Raya; (2) Apa tanggapan siswa terhadap pelaksanaan pembelajaran kooperatif yang diterapkan oleh guru bahasa Inggris di departemen bahasa Inggris IAIN Palangka Raya.

Penelitian ini merupakan studi kasus dengan pendekatan kualitatif. Untuk pengumpulan data, digunakan instrumen seperti dokumentasi dengan menggunakan perekam suara, kemudian ditranskripsi untuk dianalisis, peralatan kuesioner dengan pedoman kuesioner, dan wawancara dilengkapi dengan pedoman wawancara Untuk menganalisis data, digunakan teknik antara lain: pengumpulan data, display data, reduksi data, dan penarikan kesimpulan. Untuk pengabsahan data, digunakan teknik triangulasi.

Hasilnya menunjukkan bahwa: pertama, Pola yang digunakan adalah pengajaran kelompok kecil. Pengajaran Kelompok Kecil adalah rencana organisasi kelas umum di mana pembelajaran berlangsung melalui penyelidikan kelompok kooperatif, diskusi, dan pengumpulan data oleh siswa. Kedua, Respon siswa terhadap penerapan metode pembelajaran kooperatif yang diterapkan oleh guru bahasa Inggris adalah baik. Ketika menggunakan pembelajaran kooperatif, siswa dibantu untuk membuat pekerjaan mereka lebih baik. Mereka sangat antusias ketika maju di depan kelas dan berdiskusi dengan kelompok.

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Palangka Raya, 23 Octoberth 2018

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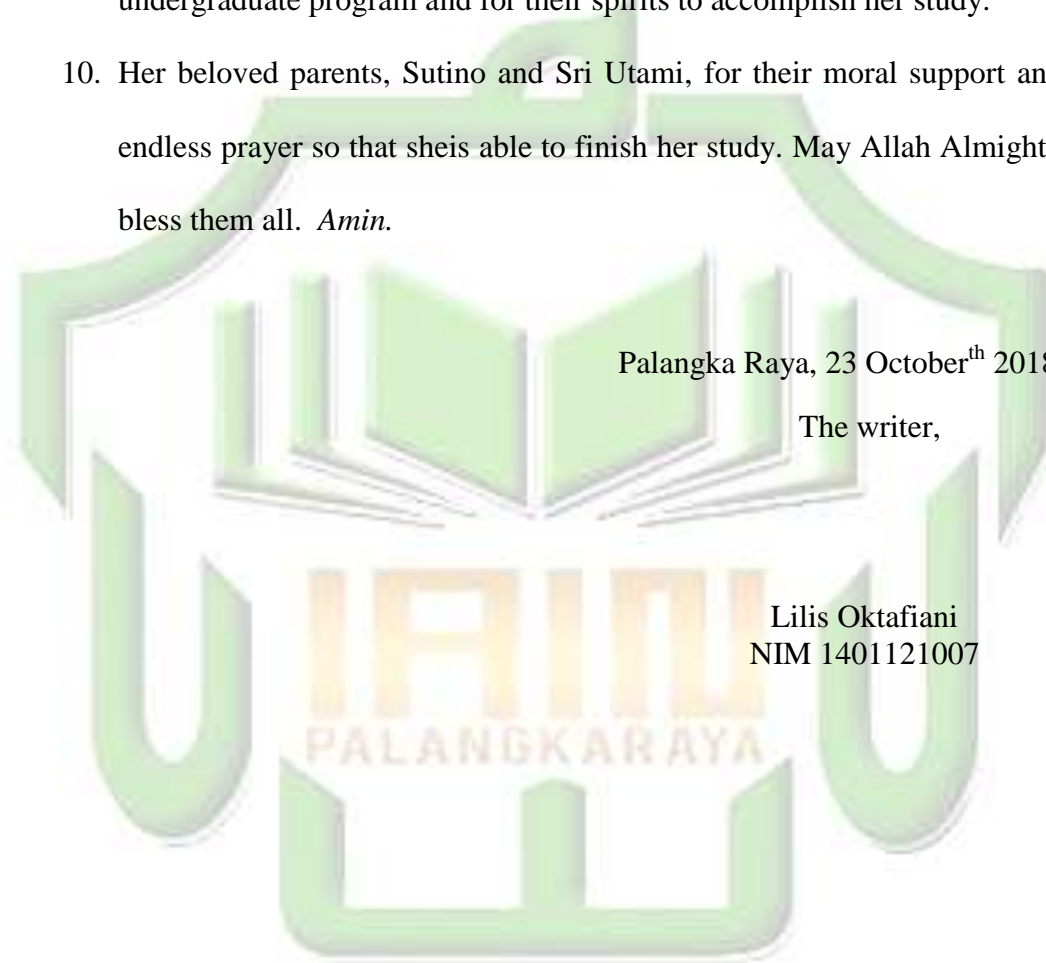


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CHAPTER I

INTRODUCTION

This chapter consists of a background of the study, research problem, objectives of the study, scope and limitation, significance of the study, and definition of the key term.

A. Background of Study

Education is an intentional, organized, and planned activity with a view to developing the desired behavior and abilities. Education is utilize in three senses: Knowledge, Subject and Process (Kumar, 2016, p.1).

Gupta (2014: 3) states that term 'education' has been interpreted by different people in different ways. Some people refer to it as formal schooling or to lifelong learning. Some others refer to it as acquisition of knowledge, skills and attitudes. Some say that education is nothing, but training of people's mind in a particular direction to bring about desired changes. This only shows that education doesn't have one precise universally accepted definition. It has various meanings with various functions. In the whole process of education, learning activities are the main thing that a teacher must go through. Renewal of the educational system has an effect on human development which is an important factor to advance the nation in education.

In the process of learning to teach English, there are four skills that must be in teacher implementation, they are listening, speaking, reading, and writing.

In teaching English, teachers must have an interesting pattern in learning process. Pattern is a form or model (or, more abstractly, a set of rules) that can be used to create or to produce a part of something (Amanda, 2017, p.1).

Based on the statement above teaching pattern is very important to increase students interest in learning. The teaching and learning process basically rests on how to make it easier for the students to have an effective learning process or to achieve results in accordance with the intended goals of the teacher (Ainul, 2002: 1). Teaching and learning activities are conducted in regular schools using the lecture method, because by using this method the use of time for presentation of materials can be more efficient.

An appropriate teaching method is instrumental in helping students to understand the material presented. Even students will be more excited and are happy to learn when the teaching methods of teachers are very interesting and easy to understand. Arum (2014: 2) states using learning methods the old ones like speech and question and answer are not effective. Therefore, students will feel bored with the methods used by the teacher, the student's discussion ability decreases and consequently the student is inactive because of they are more often served with questions from the teacher. Therefore, in the learning process, a teacher must be able to control the material well with different student characters. Beside that, the teacher must have a lot of knowledge about the approach and the theories as well as good learning models to be applied within class (Dariyanto, 2014, p.4).

English education lessons, especially writing classes are necessary the existence of a critical attitude in understanding the material. Dariyanto (2014) states that use of less precise learning model will lead to bored, difficult to understand and monotonous so that students are less motivated to follow the lesson. Students do not have social attitudes and cooperate with others. This happens because the teacher only becomes the center of attention of the students themselves and the students tend to depend on the teacher in the learning activities.

Teaching practices that provide opportunities to students to learn together in small groups are know as cooperative learning. Cooperative learning is children learning together in groups, which are structured so that group members have to cooperate to succeed (Sonthara, 2009, p.2). Cooperative learning is a student-centered, instructor facilitated instructional strategy in which a small group of student is responsible for its own learning and the learning of all group members. Student interact with each other in the same group to acquire and practice the element of a subject matter in order to solve a problem, complete a task or achieve a goal (Lam, 2013, p.33).

As, mentioned before, cooperative learning can help student in writing essays, it helps them because during cooperative learning activities, each member of a team is responsible not only for learning what is taught but also for helping team mates learn, this creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it (Sonthara, 2009, p.2).

Based on the background above, cooperative learning is an appropriate model to be implemented in order to get learning model which is an active, creative, affective, pleasant, and innovative. The researcher wants to know how are the patterns student responses of cooperative learning applied by an English teacher, especially English education in writing class because base on interview with the teacher at third semester English department of IAIN Palangkaraya, said students have problems managing ideas when they were asked to write essays and this was the reason why teachers used several cooperative learning patterns. Some of them do not know how to start writing and what to write. Looking at the situation then, the researcher is interested to do research of learning English with cooperative learning approach. With this the researcher took the title “The Patterns of Cooperative Learning Applied by English Teacher at Third Semester English Department of IAIN Palangkaraya”.

B. Research Problems

According to the statement above, the research question is formulated-that

1. How are the patterns of cooperative learning applied by an English teacher at English Department of IAIN Palangkaraya ?
2. What are the student responses toward the implementation of cooperative learning applied by an English teacher at English department of IAIN Palangkaraya?

C. Objective of the Study

1. To describe the implementation of cooperative learning applied by an English teacher at English department of IAIN Palangkaraya.

2. To know the student responses toward the implementation of cooperative learning applied by an English teacher at English department of IAIN Palangka raya.

D. Scope and Limitation

The limitations of this study include qualitative descriptive. Researchers only conduct research in one class. This was done in the third semester grade B of English department of IAIN Palangka raya. The technique of cooperative learning focused on teaching writing essay. The teacher and students were taken as subject of the study.

E. Significance of the Study

This study has theoretical and practical significances:

Theoretically: this research makes it possible to better understand the types of cooperative learning methods that can be used to improve students' writing skills.

Practically: the study is expected to give a meaningful contribution to both the students and the English teachers. It is expected that the students get the improvement of their writing ability. To the English teacher, this study helpfully can the teacher to know the weakness or strength of the pattern cooperative learning method that has been applied.

F. Definition of Key Term

Related to the title of this research, the writer wants to present the definition of key terms that can be used to make the readers easy to understand

what the writer is trying to clarify about the problems that are discussed in this research. The key terms are arranged as follows:

1. Patterns

Pattern is a form or model (or, more abstractly, a set of rules) that can be used to create or to produce a part of something (Amanda, 2017, p.1). In this study, the pattern means the teacher gives the form or model cooperative learning that is in use in the classroom.

2. Cooperative Learning

Cooperative or collaborative learning essentially involves students learning from each other in the group. In cooperative learning, teachers teach students collaborative or social skills so that they can work together more effectively (Larsen, 2000, p.164). In this study, teachers should also provide information on consistency and provide information on how to improve their writing using the cooperative learning method.

3. Writing

Writing is the activity that is continued to the next activities after the writing itself or it can be said that writing is an ongoing process (Oshima, 2007, p. 2). Writing is a complex skill that engages the writer in physical as well as material effort (Constantine, 2007, p.7). In this study, writing means writing ability of the students to write a essay paragraph based on teachers comments, suggestions, and revisions.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter review of related literature begins with related studies, cooperative learning (definition of cooperative learning method, the purpose of cooperative learning, advantages and disadvantage of cooperative learning), writing (the nature of writing, how to teach writing).

A. Related Studies

In this study, there are some previous studies, they are :

First, a study by Muhammad Kristiawan, done in 2013, titled “The Implementation of Cooperative Learning in English Class of Favorit School of Secondary High School 5 Batusangkar, west Sumatra”. The researcher invested that the implementation of cooperative learning in Secondary High School 5 Batusangkar, west Sumatra was effective. It helped the students to improve student achievement in terms of academic up to 9.8. Based on the result, the researcher is to find out the achievement of cooperative learning and to know how the strength and weaknessess of cooperative learning methods in English class in Secondary High School 5 Batusangkar, west Sumatra. While researchers will analyze about the patterns teachers use cooperative learning in teaching writing essay.

Second, other study is a study by Ratih and Mayuasti (2016), titled “The Implementation of Cooperative Learning Strategy in Teaching Writing at SMPN 1 Ranah Batahan Silaping Pasaman Barat”. The result of the study indicate that two

of the English teacher already have their own procedures in applying Cooperative Learning Strategy in the classroom for writing teaching at SMPN 1 Ranah Batahan Silaping Pasaman Barat. The study may have the same theory to solve the problem, but they have difference subject, place and technique in collect data.

Third, Alexandra Aldana (2005) in “The Process of Writing a Text by Using Cooperative Learning” states that student will streng then positive attitudes toward learning the writing process and will increase motivation and the self esteem they need to get involved in their writing task so they will improve their writing skill. This study ofcourse difference, because it only analyze the application of cooperative learning technique and the writing process. Whereas, researcher will do research what is patterns of cooperative learning when teaching writing essay.

Fourth, another study in 2011 by Survet Celik titled ”Implementing Cooperative Learning in the Language Classroom: opinions of Turkish Teacher of English” the result revealed that while the teachers belive group learning to be beneficial the standardized EFL curriculum and student attitudes toward cooperative learning caused difficulties in implementing this approach with Turkish learners. In the paper analyzed investigate the applicability of cooperatie learning in the Turkish context, the researcher employed two separate focus group interviews to explore the opinions of Turkish teacher of English as a Foreign Language (EFL). While the researcher investigate the applicability of cooperative learning in writing essay context.

B. Cooperative Learning Method

1. Definition of Cooperative Learning Method

Cooperative learning become one of the interventions used by teachers to encourage academic upgrading students. On the other hand, some educators use cooperative learning to ensure active learning in the community. Cooperative learning is seen beneficial especially in a diverse classroom environment where students differ from religion, culture, race, etc. With this comes the need to choose teaching and learning strategies that would aid in educating a variety of students. More so that there has been a demand to integrate other skills in the academe, especially social skills so students will be able to succeed beyond the academic environment (Danebeth, 2015, p. 1).

Cooperative learning is children learning in groups, which are structured so that group members have to cooperate to success, student work together to learn and are responsible for their team mates learning as well as their own. Studies have shown that by having to explain answers to problems to a peer that the act of having to clarify and communicate actually enhances the students understanding (Sonthara, 2009, p.2).

Sabarun (2011: 42) states there were two models of cooperative learning applied in the study: Group Discussion and Cooperative Integrated Reading and Composition (CIRC). To implement Group Discussion, the students were grouped into five groups on the basis of the list of the groups that had been determined. Each member of the group had to sit face to face among the group members so that they

could see, talk, and share ideas to one another. Then, each group was asked to choose a captain of the group.

The definition means that in Cooperative Learning, students study together, open mine, and are responsible for getting result of studying individually or grouping.

Based on the statement above, it means that cooperative learning is a study together in a small group to solve problems that emerge, complete a task and accomplish a common goal in group

2. Cooperative Learning Models

a. The Jigsaw

Jigsaw cooperative learning model is a cooperative learning model where student learn in small groups consisting of 4 – 6 people heterogeneously and cooperate together positively and responsible for the mastery of material that can be learned and submitted to other group members (Arends, 1997).

The Jigsaw approach was developed in the 1970 by Aronson. During a Jigsaw task students are divided into small groups and given an assignment. Each students then has to investigate a different aspect of the subject of the task. After their investigation they meet up with students from other groups who have been exploring the same aspect of the assignment. After students have conferred with these “expert” groups they return to their original groups where they have to share their findings with their team mates in such a way that all members of the group learn the material. After the assignment is completed students can be tested on what they have learned (Aronson, p. 28).

Kristjana (2014) states the Jigsaw has become a very popular Cooperative Learning technique, perhaps because it is relatively simple and easy to implement. The method can be applied to many kinds of tasks as long as it can be broken up into a few components. The chief benefit of the Jigsaw approach is that it automatically provides the groups with positive interdependence as the task cannot be completed without the effort of every group member.

b. Student Teams Achievement Division (STAD)

Student Team Achievement Division (STAD) is a cooperative-learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal (Majoka, 2010, p. 16).

Monchai & Sanit (2013) states STAD stands for student team achievement divisions, it is a collaborative learning strategy in which small groups of learners with different levels of ability work together to accomplish a shared learning goal. It was devised by Robert Slavin and his associates at Johns Hopkins University (Innovative Learning, 2009), students are assigned to four or five member learning teams that are mixed in performance level, gender, and ethnicity. The teacher presents a lesson, and then students work together within their teams to make sure that all team members have mastered the lesson. Finally, all students take individual quizzes on the material, at which time they may not help one another. Students' quiz scores are compared to their own past averages, and points are awarded on the basis of the degree to which students meet or exceed their own earlier performance. These points are then summed to form team scores as in and teams that meet certain criteria may earn certificates or other rewards. The STAD

method is most appropriate for teaching well-defined objectives with single right answers, such as mathematical computations and applications, language usage and mechanics, geography and map skills, and science facts and concepts. However, it can easily be adapted for use with less well-defined objectives by incorporating more open-ended assessments, such as essays or performances (Adesoji & Ibraheem, 2009).

At STAD, students are assigned to four or five member learning teams. The team consists of high achieving, average, and low-performing students, and boys and girls from different racial or ethnic backgrounds. There are five main steps teachers must follow when STAD is implemented. Teachers first introduce new material to learn. Team members then study the worksheets on the material until they master the material. Individual quizzes taken on the material under study. Teachers then combine scores to create team scores. The winning team members are certified and the weekly first-class newsletters recognize the team with the highest score. STAD use in a variety of subjects, and use from second grade to college. STAD methods are best suited to teach well-defined objectives with correct answers, such as calculations and mathematical applications, language and mechanical usage, geography and map skills, and scientific facts and concepts.

STAD modelled-cooperative learning is done in small group heterogeneous. It starts with delivering the aim of learning and giving motivation, teachers presentation, group working, giving evaluation (quiz) and giving score and reward in each group.

Herawati and Yudana (2014) claims in cooperative type learning STAD, students are placed within groups of four or five different students level of ability, sex and his ethnic background. Teacher deliver lessons, then students work in teams to make sure all team members have. All students doing quiz on material on separately where they are not allowed to help each other.

STAD motivates students to encourage students to learn skills. If students want to get an award, they must help other students to learn. They should motivate their friends to do their best. The students are given time to work with their friends after the teacher explained. In accordance with the core principles of cooperative learning outlined earlier, STAD emphasizes the goals and success of teams that rely on the learning of all group members.

Cooperative learning using STAD technique consists of four steps cycle: teach, team study, test, and recognition. The teaching phase begins with presentation of material, students should be told what it is they are going to learn and why it is important. In the team study, group members work cooperatively with teacher providing worksheet and answer sheet. Next, each student individually takes a quiz or assignment (Novitarini, 2009, p. 9).

There are four key components in the implementation of STAD in the classroom, class presentations, teams, quizzes and team recognition (Slavin: 1995).

a. Class presentations

The teacher begins by presenting the lesson to the students for one or two periods of instruction keeping the focus of the lesson directly linked to

group assignments and individual quizzes of the STAD unit. The key things that teachers should stress during the lessons include.

1. Tell students that what they are about to learn and why it is important
 2. Briefly review any presentation skills or information
 3. Stick close to the objectives
 4. Focus on the meaning of the content rather than memorization
 5. Actively demonstrate concepts or skills
 6. Frequently assess student comprehension
 7. Call on students at random to answer questions
 8. Explain why answer is correct to incorrect
 9. Move rapidly from concept to concept
 10. Maintain momentum
 11. Use short assignments with one or two problems for students work on
- b. Teams
1. STAD teams are comprised four or five members who are mixed in level
 2. It is important for teachers to stress to students that their work as a group isn't finished until all individual accountability is ensured because the success of the team depends on the learning of all the members.
 3. Each team is given two worksheets and answer sheets to work on together, which can be done either by working with all members together or subdivided into pairs.

4. It is the responsibility of students to tutor each other until every student in the group is able to get a perfect score on the quizzes.
5. Student should be taught to know when and how to seek help from each other.
6. And how to provide effective explanations. Teachers can help to facilitate this process by circulating from group to group asking questions, and encouraging students to explain their answer to gain a deeper.
7. Suggested keeping teams together for about five to six weeks and then making new teams to give members of low performing teams a new start.

Assigning teams

1. Teachers should begin by making one summary sheet for each group of students and ranking students from highest to lowest on previous performance.
2. Teachers go down the ranking list assigning each student in order a different letter according to the total number of teams
3. Teacher gets to the last letter used, they start over in a reserve order.
4. The teacher should ensure that each team is equally divided according to gender and ethnicity.

c. Quizzes

1. After each team have one or two periods to work together to learn the content, they are each tested individually (no help from teammates).

The purpose of this is to ensure individual accountability for learning the material.

2. The key component of a student's score is the individual improvement score which is the degree to which a student improves from their own previous scores.
3. This allows for equal opportunity for success where "high, average and low achievers are equally challenged to do their best, and the contribution of all team members are valued.
4. Any student, regardless of his/her level can contribute equally to the team score. Each student begins with a base score calculated from an average of their grades on previous work, and are awarded points according to how well they can improve on these base scores. Team points are calculated as follows:
 - a. More than ten points below the base score - five points
 - b. One to ten points below base score - ten points
 - c. Base score to ten points above – twenty points
 - d. More than ten points above or a perfect score – thirty points
5. Individual improvement scores are added together and divided by the number of people in the group to get a team score and teams are awarded according to how well they perform as a team. One way this could be done could be as follows :
 - a. 25-30 points – super team
 - b. 20-24 points – great team

c. Less than 20 – good team

d. Recognition

1. Teams that surpass the criterion set out should be given some kind of reward for their success
2. Teachers can be creative in how the awards are distributed and the important thing isn't so much the use of large rewards, but rather the recognition of student accomplishments.
3. It is important for teachers to be extra sensitive to the low status students who consistently have low expectations for competence. When these students do well, they should be provided with immediate, specific and public recognition.
4. To maximize the increase in student motivation, teachers calculate the student and team scores quickly and give out the rewards.

c. Teams-Games-Tournament (TGT)

TGT uses the same teacher presentations and teamwork as in STAD, but replaces the test with weekly tournament game which does not use the system of improvement score.

Teams-Games-Tournament has 4 steps:

1. Whole-class presentation
2. Group discussion
3. Tournament
4. Group recognition

Teams-Games-Tournaments (TGT) is very similar to STAD in execution and contains many of the same elements. The TGT unit begins with a lecture or presentation as STAD does, teams are constructed in much the same way and students work together to learn the material. However, where STAD holds quizzes and calculates individual scores, TGT uses academic tournaments. In these tournaments games are played in different stations where one student from each team comes to play against students from other teams. The games consist of questions relating to the content of the unit (Slavin 1995). A special bumping system is used to make sure that each competition is played by students of equal abilities. This means that after each tournament the winner of each tournament table moves to a higher ranking table and the loser moves to a table of an easier level. This way all students have the opportunity of winning at some point (Kagan 1992). Each student's wins or points are calculated into a group score for their original group. The TGT can be particularly successful as it combines both cooperative and competitive educational structures because students first help each other to learn the content and then they go on to compete as individuals but their successes also benefit the group, that it is both an individual and a group competition. In the language classroom TGT may be more suitable for teaching materials with definitive answers just as is the case with STAD. Because the execution of the TGT is dependent on calculating points to identify "winners" it is excellent for purposes such as teaching structure, vocabulary and content questions. It is not impossible to apply the structure to interpretative material such

as reading comprehension in a second or foreign language but this may make it more difficult to calculate scores for individuals and groups.

d. Cooperative Integrated Reading and Composition (CIRC)

As the name suggest, the integrated Reading and Composition (CIRC) cooperative structure is developed to enable students to work together on two basic elements of education, reading and writing. The CIRC model can help student work more efficiently on follow up activities related to text as students help each other to understand what they have just read (Krisjana, 2014, p.30).

Developed by Slavin (1995), CIRC is designed for use with specific materials for teaching reading and writing in the upper elementary grades. All students are assigned to teams composed of two pairs from two different groups. Each heterogeneous group is made up of a high ability pair and a low ability pair. In other words, while the pair is homogeneous in ability, the group is heterogeneous in ability. Different reading materials are assigned to the pairs according to their ability so that all members have an equal opportunity to succeed, irrespective of their ability. Though the pairs work on different materials, the pair with higher ability will help the low ability pair to learn. Scores will then be given to each member who has completed the three major languages activities. Each member's scores are counted towards the group's score each week. Rewards are given to the groups whose scores meet a required standard.

1. For effectively conducting basal-related activities, the whole class is divided into two reading groups, one in high ability the other of low ability. Teachers select suitable readers for each group and introduce the

story to the groups separately. In the introduction, teachers perform a series of tasks, for example, introducing the characters and main theme of the story, teaching the skills of word attack and making predictions about the story. After that, students go back to their heterogeneous groups to work in pairs on a series of cognitively engaging activities, including reading to one another, summarizing stories to one another, writing responses to stories, and practicing spelling, writing, decoding and vocabulary. During pair work, the low ability pair is encouraged to seek help from the high ability pair when they face difficulties. Afterwards, each pair will check the partner's work and enter the record of what they have done. At the end of the week, students take a test to assess their understanding of the stories, their use of vocabulary and their skills of reading aloud. The test scores and evaluation of the story-related tasks of each member will be added together and carry a major weighting of the weekly group scores.

2. Teachers also give direct instruction in reading comprehension skills to the whole class once a week. These skills focus on skills of decoding, analyzing, synthesizing and drawing a conclusion from stories. After the whole-class activities, students stay in their heterogeneous group to complete a set of reading comprehension worksheets together, followed by working on another set of papers individually. These reading comprehension skills enable students to do reading independently every day as homework. Students can borrow English story books from school

library to do independent reading at home, say for example, 30 minutes. Their parents are asked to sign a form to prove their children have completed the task every night. Each student is required to submit a book report at least every 2 weeks. Students can gain points for his/her group by handing in the book report and the parent's form.

e. Small-Group Teaching

According to Slavin (1980), Small-Group Teaching is a general classroom organizational plan in which learning takes place through cooperative group inquiry, discussion, and data gathering by students. Students select subtopics within a general area selected by the teacher, and then organize themselves into small groups of two to six members. These groups further subdivide their topic into individual tasks to be performed by group members in preparation for a group presentation to the total class. This group presentation is then evaluated by the other students and by the teacher. Thus, Small-Group Teaching is very high in student autonomy and involves a high degree of task interdependence because of the assignment of students to special tasks within the group, but it is relatively low in group reward interdependence (group rewards are not well-defined) and individual accountability.

f. Team Assisted Individualization (TAI)

In TAI, students are assigned to four- or five-member heterogeneous teams as in STAD and TGT. After placement in the appropriate unit by means of a diagnostic test, each student works through a set of programmed mathematics units at his or her own pace. Students follow a regular sequence of activities,

involving reading an instruction sheet, working on successive skill-sheets that break the skill into fine subskills, taking a checkout to see if they have mastered the skill, and finally taking a test. Team members work in pairs, exchanging answer sheets and checking each other's skillsheets and checkouts. When a student has passed a checkout with a score of 80% or better, she or he takes a final test which is scored by a student monitor. Students' test scores and the number of tests they can complete in a week make up a team score; team members receive certificates for exceeding preset team standards. Because of the preset standards, any number of teams can receive certificates.

Because teammates score all skillsheets and checkouts and student monitors score all tests, the teacher is able to work with individuals and small groups on specific problems or to prepare them for upcoming units.

TAI is unique among all the cooperative learning methods in its use of individualized rather than class-paced instruction. It was developed for use with classes too heterogeneous to be taught the same material at the same rate, especially classes with mainstreamed children who need the positive social interaction that takes place in the teams but who also need material at their own level.

g. Learning Together

David Johnson and Roger Johnson developed the Learning Together models of cooperative learning (Johnson, 1998). Learning Together is, like many other Cooperative Learning structures, based on students helping each other learn. The structure focuses on developing a team product and because of this there is a

strong emphasis on forming heterogeneous groups as it is important that each group is made up of students of different skills and abilities. The model is characterized by the 5 elements of cooperative learning:

1. Positive interdependence
2. Individual and group accountability
3. Face-to-face promotive interaction
4. Interpersonal and small group skills
5. Group processing

In the model, students working on assignments sheet in four- or five-member heterogeneous groups. The groups hand in a single sheet and receive praise or rewards based on the group product. This method emphasizes team-building activities before students begin working together and regular discussions within groups about how well they are working together. Numerous relatively brief experiments have shown positive effects of these approaches.

h. Think-Pair-Share

Kagan (1989) developed the Structural Approach based on using 'structure' which is defined as 'content-free ways of organizing social interaction in the classroom. Structures usually involve a series of steps, which prescribed behavior at each step'. These content-free structures provide teachers with frameworks to be applied to any subject matter. The structure has different learning outcomes. Teachers can choose the appropriate structure or a

combination of structures to match their teaching objectives or intended learning outcomes and apply them to a lesson in an appropriate sequence.

One of easy-to-use cooperative learning structures is Think-Pair-Share which consists of 3 steps:

1. For example, in a reading comprehension lesson, each student is asked to do silent reading on the comprehension material or passage and to try to answer the questions provided by teachers.
2. After working individually for an answer, students pair up and share their views on the questions until they have consensus on an answer. During the sharing, half of the class is practicing the skill of speaking; while the other half is practicing the listening skill. Kagan and Kagan (1994) call this simultaneous interaction because 'it increases the number of students actively involved at any one moment and thus the amount of active participation time per student'.
3. The students share their answers with the whole class.

3. How Cooperative Learning is Used in the Classroom

According to Sonthara and Vanna (2009) the following pointers should help the teacher to organize Cooperative Learning activities in the classroom in a way which will contribute to the overall learning environment.

a) Organising group

1. Be sure that the objectives and methods of working together in a group are clear.

2. Be clear about what is expected from students and how they should organize themselves.
3. Be sure that there is a clear division of labour in each group. Each student should know clearly what it is that they have to do.
4. Try to mix students of different abilities into one group.
5. Keep group sizes under eight children. Five to six students in a group is best.
6. Move back and forth between large group presentations and small group work several times during the lesson. Teaching in this way will help to maximize the number of students on task at the same time.
7. Try to create a feeling of group pride in each student. Such feelings will help to strengthen cooperation in the group and help students to work together better. A feeling of group pride may be achieved by trying to keep the membership of groups stable and/or by allowing students to choose a name for their group such as "Blue Group" or "Lion Group".
8. Make sure that students are held accountable for their own learning. Cooperative Learning does not mean that your friends do your work for you. Students must understand that they will still be tested and graded on their own individual performance at the end of the lesson.

b) The Teachers Role in Cooperative Learning

The teacher plays a crucial role in orchestrating and overseeing that group activities occur as planned. In most cases, the teacher must be sure to establish him or herself as a firm figure in the classroom but not so firm as to dominate the students. There are also some key duties that the teacher must be responsible for. Consider some of the important responsibilities outlined below:

1. Specify academic objectives, Specify collaborative skills, Decide on group assign students to groups, Arrange the room, Plan materials.
2. Explain the task (explain procedures, give examples, asks questions to check task is understood by all).
3. Test and question individual children (to promote individual accountability). Promote inter group co-operation (have groups check with each other and help each other).
4. Monitor students' behaviour (while students are working, circulate to see whether they understand the assignment and the material, give immediate feedback).
5. Praise good use of group skills
6. Provide assistance on understanding a task and provide assistance on how the group can work together more effectively.
7. Ask children to reflect on how well they are working together as a group ("process group functioning") by asking children to summarize.

C. The Purpose of Cooperative Learning

According to Sonthara and Vanna (2009) the best place to start in trying to use Cooperative Learning effectively is to first understand the purposes of the method. There are basically four main reasons why Cooperative Learning is to be recommended:

1. More children actively learning

Co-operative Learning helps to actively engage more children in learning than do teachercentred or lecture-oriented methodologies. In using the latter, it is usually only possible to actively engage at most one or two students in active learning at the same time. By using more cooperative methodologies in which students work together in groups, all students are actively engaged on a learning task. Students become more active participants in their own learning, as opposed to passive recipients of knowledge who only listen, observe and take notes.

2. Children learn to help one another

Co-operative Learning encourages students to support their classmates in a group rather than to compete against one another. In this way, students can combine their talents and help one another.

3. Child to child learning support

Co-operative Learning provides the opportunity for higher-achieving students to help students who are slower learners. These higher achieving students can probably communicate more easily with their peers than can the teacher. The help of these students also increases the amount of explanation that occurs in the classroom overall.

4. Improved motivation through success

Co-operative Learning helps to improve the motivation of many students by offering the opportunity to more students to experience the joy of winning (in the case of cooperative activities that require games) and academic success. In classrooms where students are only allowed to compete individually, only the few high achieving students will likely have this experience. In classrooms where the students are divided into cooperative teams, each with its high- and low-achieving students, the opportunity to succeed is more evenly distributed.

What is important with student team learning is that students don't just do something together -they learn something as a team. Three concepts are central to the approach: team rewards; individual accountability; and equal opportunities for success (Slavin, 2010, p.2).

Linguists have showed that cooperative learning can increase students working in tasks academic, helping student comprehend difficult concepts and helping student grow ability to think critically. Besides that cooperative learning also give effect to input widely to the various culture, religion, ability and inability (Ibrahim, 2000, p.13).

D. Advantages and Disadvantage of Cooperative Learning

a. Advantages of Cooperative Learning

Cooperative learning is supported by one of the strongest research traditions in education, with thousands of studies conducted across a wide range of subject areas, age groups, ability levels and cultural backgrounds. The result, in general, suggest that cooperative learning develops high-order thinking skills,

enhances motivation and improve interpersonal relations as well as enhancing motivation and peer relations (Slavin, 1985). Students can be learning-independent, who can learn how to learn by their own in groups. This is crucial as 'learning how to learn' is what being emphasized in the education reform in Hong Kong. Most important is that cooperative learning exploits the diversified abilities of students to increase their cognitive, psychological and social performance, and as such, it is an effective way to address the problem of individual differences.

The following aspects are the expected benefits of adopting cooperative learning:

1) Learning for all

Cooperative learning makes sense in inclusive classrooms because it builds upon heterogeneity and formalizes and encourages peer support and connection. However, cooperative learning is not of value only to children with disabilities.

2) Academic achievement

In experimental-control comparison studies of the achievement effects of cooperative learning, most found significantly greater achievement in cooperative than in control classes. Group goals and individual accountability had to be present for these academic gains to be present. Research on behaviors within groups that contribute to learning gains has found that learners who provide and receive elaborated explanations are those who gain the most from the activities. (Slavin, 1990) Learners in cooperative learning classrooms liked the subject areas more than other learners. They also had developed peer norms in favor of doing well academically.

Critical thinking is stimulated and students clarify ideas through discussion and debate. The level of discussion and debate within groups of three or more and between pairs is substantially greater than when an entire class participates in a teacher led discussion. Students receive immediate feedback or questions about their ideas and formulate responses without having to wait for long intervals to participate in the discussion.

Using cooperative learning, students are continuously discussing, debating and clarifying their understanding of the concepts and materials being considered during the class. They are constructing their own knowledge base. The emphasis is on understanding the material as evidenced by the student's ability to explain ideas to their peers. This leads to a sense of content mastery versus a passive acceptance of information from an outside expert. This further promotes a sense of helplessness and reliance upon others to attain concepts.

3) Skilled communication

Researchers found that learners involved in cooperative learning activities developed skills for interpersonal communications more readily than learners who were in other classroom settings did. They were more considerate of others feelings, worked in cross-cultural situations more easily, liked their classmates and liked their teachers more than other learners. Researchers found that they developed friends from other cultures and kept these friends outside of class. They had positive expectations toward future interactions. They had more accurate understanding of others' perspectives. In conflict situations, they were more able to negotiate and solve conflicts in a win-win manner.

4) Psychological health

Learners who were in classrooms with a significant amount of cooperative learning were psychologically healthier than learners who were not. They had higher self-esteem. Learners in cooperative learning classes have more positive feelings about themselves than do learners in traditional classes. Slavin (1990) also documented the findings that these learners had feelings of individual control over their own fate in school, their time on task was higher and their cooperativeness and altruism were higher as well.

b. Disadvantages of Cooperative Learning

Based on the advantages mentioned above cooperative learning approach also have some weaknesses. The disadvantages of cooperative learning are as follow;

1. Time consuming to organize a group work.
2. The teacher has less control over what students are doing in group work than in a normal class.
3. Group work in a large class will be noise.
4. Not all students enjoy it since they would prefer to be focus on the teachers' attention rather than working in their group.
5. During the group activity, the teacher cannot control the language used by the students.
6. The actual choice of pair group or group work can be problematic, especially if students frequently find themselves working with some they are not keen on.

However, these disadvantages can be overcome both by teacher and the student; for example, the teacher gives an interesting topic to the students, in order to motivate them to enjoy the discussion in teaching – learning process. Therefore, the teacher and the student can anticipate the problems during the teaching learning process.

E. Writing

1. Nature of Writing

Writing is an activity of exploring opinions and ideas into words. It includes the organization of words, phrases, clauses, and sentences into coherent and cohesive paragraphs and texts. There is no doubt that writing is the most difficult skill for all language users: foreign, second, and even for first language. Writing needs a well preparation and a lot of practices. Writing is one of the important skills in learning English among listening, speaking, and reading. By writing the students can communicate, give opinions, and transfer their ideas in written form.

Yulianti (2018 : 19), states that writing is one of the English skills. Writing covers the great range of styles a student will perform in his daily lives. It may include filling forms, making lists, writing letters, note-taking, or academic writing. Writing develops students' critical thinking to express what they think and convey their idea in arrangement of sentence. Therefore, the students require a lot of attempts to produce complete meaning. Most of the students think that writing is the difficult skill for them.

According to Richards and Renandya (2002: 309), state that written language is complex at the level of the clause. Writing consists of many constituent parts: content, organization, originality, style, fluency, accuracy, or using appropriate rhetorical forms of discourse.

In relation to writing, Brown (2001: 335) states that writing makes the product through thinking, drafting, and revising. It means that in producing written language, the writer should follow those steps to produce a final product.

Miftah (2015: 9), states that writing is consider as the most difficult and complicated language skill to be learned compared to other language skills – listening, speaking and reading.

Writing is a skill that needs a process so that ideas that have been possessed can be expressed through writing. It needs teaching-learning so that process can be done well. Certainly, writing in English is not easy. Expressing ideas is not enough, because the ideas still have to be told in English. For that reason, a technique that can support the learning process is needed.

Novitarini (2009), states writing is a way to produce language and express idea, feeling and opinion. Writing encourages the students to focus on accurate language use and because they think as they write, it may well provoke language development as they resolve problem when the writing is put into their mind.

Writing, as one of important skills in English, plays an important role in language learning process. The aim of teaching writing is to help the students to understand and recover meaningful information for various purposes. Writing is different with speaking. In speaking the speaker can use the intonation and

stressing to give more explanation to what they say, but in writing the writer needs to think how to show ideas and language to make the reader understand what they mean.

Writing is a way to communicate that cannot be explained by speaking. Halliday as stated in (Nunan: 2001) suggested that writing has evolved in societies as a result of cultural changes creating communicative needs which cannot be readily met by the spoken language.

Furthermore, writing is also a verbal way to communicate with others, as stated by (Meyers: 2005) .It is a way to produce language, which you do naturally when you speak. It is also communicating with others in a verbal way. Writing in this case is also an action-a process of discovering and organizing your ideas, putting them on a paper and reshaping them.

In addition, writing is not an easy and spontaneous activity. It needs some steps before we consider it a good one. It is needed some strategies to compose and develop the text. In line with this, (Harmer: 2006) argued that a piece of writing, however, with mistakes and half-finished sentences, etc. Would be judged by many native speakers as illiterate since it is expected that writing should be 'correct'. Furthermore, (Hedge: 2000) also stated that writing is the result of employing strategies to manage the composing process, which is one gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, making a draft,

reading and reviewing it, then revising and editing. It is a complex process which is neither easy nor spontaneous for many second language writers.

Then, writing is a way that the writer uses to talk to the others through the paper. Differ to speaking, in the process of doing it, the writer and the reader cannot meet like what the speakers and listeners do. They only can interact each other by the time that the writer finishes the writing.

From all those statements, the definitions of writing can be concluded as a process with a must in having final product named writing itself. All steps of the process of writing actually should support the ideas, can be implied or stated, and follow the rules of writing clearly. Then, having enough ability in changing the ideas into written form is needed by the writers so that their readers can easily understand the message of what the writing is about. Effectively, different receiver of writing produces different understanding about information that is written. Finally, the suitable methods and techniques used in writing can make readers enjoy to the writing with additional information for specific reason, such as media, graphics and pictures because they can be understood easily.

2. How to Teach Writing

Brown (2001: 346-356) develops some principles for designing interactive writing techniques. They are as follows :

a. Incorporating practices of “good” writers

To be a good writer should fulfill some criteria. They are (1) Focusing on goals or main ideas in writing, (2) Gauging their audience perceptively, (3) Spending some time (but not too much) planning to write, (4) Letting their first

ideas flow onto the paper easily, (5) Following the general organizational plan as they write, (6) soliciting and utilizing feedback on their writing, (7) Are not wedded to certain surface structure, (8) Revising their work willingly and efficiently, and (9) Making as many revisions as needed patiently.

b. Balancing process of product

Because writing is a composing process and usually requires multiple drafts before an effective product is created, a teacher has to make sure that students are carefully led through appropriate stages in the process of composing. At the same time, do not get so caught up in the stages leading up to the final product that you lose sight of the ultimate attainment: a clear, articulate, well-organized, effective piece of writing. Make sure students see that everything leading up to this final creation will be worth the effort.

c. Accounting for cultural/literary backgrounds

Make sure that the techniques do not assume that our students know English rhetorical conventions. If there are some apparent contrasts between students' native traditions and those that we are trying to teach, try to help students to understand what it is, exactly, that they are accustomed to and then by degrees, bring them to the use of acceptable English rhetoric.

CHAPTER III

RESEARCH METHOD

This chapter explains, research type, research design, subject of the study, source of the data, data collection procedure, endorsement of data, data analysis procedure.

A. Research Design

In this study, the design is descriptive qualitative research which use a case study and with the data analysis. Dabss (1982) also states has a notion about qualitative research, it is a research in which the data is found through statistical procedures or other calculation. Other calculation in qualitative research refers to the meaning, the definition or analogy or model or metaphor characterizing something. Therefore, the data concerned appear in words rather than numbers.

Case study research is a qualitative examination of a single individual, group, event, or institution (Ary, 2010, p. 537). As indicated, case studies provide an in-depth description of a single unit. The unit can be individual, a group, a site, a class, a policy, a program, a process, an institution, or a community. It is a single occurrence of something that the researcher is interested in examining (Ary, 2010, p. 454). Algozzine (2006) states that case study research is research done on an object which is done thoroughly using variety of data source.

The researcher used this design to find the patterns of cooperative learning applied by English teacher to improve the students writing essay of English department of IAIN Palangka Raya.

B. Subject of the Research

This study conducted at English department of IAIN Palangka Raya at third semester. The student and teacher were taken as subject in this study. The researcher interviews student and the English teacher.

According to Ary, et al. (2010, p. 425) he stated, “Qualitative studies more typically use nonrandom or purposive selection techniques based on particular criteria”. In this case, to determine informants in this research, the researcher select using purposive sampling. The sample will be taken from the criteria of the students.

C. Source of Data

The data of this study was informed of qualitative. The study utilized five sources of data: students' observation results, interview transcription from students and teacher, field note results and questionnaire. The sources of data were; students and teacher. The technique of taking samples of the students to extend the questionnaire was purposive sampling or judgment sampling, where a sample of elements judged to be typical, or representative, are chosen from the population (Ary, et. al, 2010, p. 156). In this study, the population of the students of the third semester were 24 students from essay writing C classes. The researcher did a preliminary study to get the first data (observation). After researcher got the interview results, researcher prepared some questions to interview teacher and students. Here researcher observed written essay using cooperative learning as the patterns applied by the teacher in essay writing class. The researcher interviewed the students to know their response about write

paragraph using cooperative learning method that has given by the teacher. The researcher asked the students “Is the cooperative learning method useful for you? From the students respond researcher and teacher would know the effect of cooperative learning method.

D. Research Instrument

Based on Lincoln and Guba (1985) the three autors explained that they introduced the concept of human as instrument because qualitative research studies human experiences and situations, researchers require an instrument flexible enough to catch the complexity of human experience, an instrument capable of adapting and responding to the environment. Qualitative inquiry uses some methods such as interviewing, observation, and document analysis (Ary et al., p. 424).

The instrument in this study was the researcher herself who was considered as the key instrument. As said by Creswell (2012), the researcher herself who was present in the setting of the study was considered as the key instrument which was called as a human instrument. In this study, the researcher equipped herself with some research instruments consisting of observation, interview, field note, and documentation.

1. Observation

According to Cresswell (2012,p. 214) “observation is the process of gathering open-ended, firsthand information by observing people and places at research site” In this case, it indicates that observation is the first stage that

can be applied before doing research, but since it is about past experience, researcher can only do the pre-observation.

The observation was conducted as supporting data. To answer the first question of research problem, the researcher would take data from observation checklist and filed notes that is consisted of description from teaching learning process. The researcher did observation about the place, subject, object, teaching-learning process and teaching learning strategy used by an English teacher. This observation was aimed to investigate teaching and learning process in the class in particular when the teacher gave writing essay use cooperative learning method.

Researcher made three observations. The first observation is conducted at third semester English department of IAIN Palangka Raya. In the first observation, researcher investigated strategy used by English teacher. The second observation is conducted in third semester English department of IAIN Palangka Raya, the researcher observed learning process in the classroom when the teacher gave cooperative learning method. The third observation, the researcher observe the students when they got feedback in the form of writing essay done in group.

2. Documentation

The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary, et, al., 2010, p. 442).

Documents represented a good source for text (word) data for a qualitative study. They provide the advantage of being in the language and words of the participants, who have usually given thoughtful attention to them. They are also ready for analysis without the necessary transcription that is required with observational or interview data (Creswell, 2012, p. 223).

The researcher needs documentation as proof of the study. The aims of documentation in this study were to record all of the data in a research and also as proof of research. It consist the data of the study such as interview results (field note or recorder), photos of the interview, students writing product, and lesson plan by the teacher. In the current research, the researcher collected the students writing product which was given write descriptive text by their teacher. It was done to know the patterns of cooperative learning method given to the students writing essay process.

3. Field Notes

Field notes were often referred to in a qualitative research, it was a description and accounts of the event in the research context which written in a relatively factual and objective style. In this study, the aim of field notes was to record the data where it was not possible to collect data using observation or interview.

4. Questionnaire

According to Farrel (2016) Open-ended questions are questions that allow someone to give a free-form answer. It is generally a series of written questions for which the respondents has to provide the answers.

Open-ended or free-response questions are not followed by any choices and the respondent must answer by supplying a response, usually by entering a number, a word, or a short text. Answers are recorded in full, either by the interviewer or, in the case of a self-administered survey, the respondent records his or her own entire response (Kenneth, 2005, p.26).

In this case, the researcher used open-ended question as the instrument to collect the data. When conducting usability studies or field studies, it's a great idea to ask lots of open-ended questions. Typically, researchers ask questions before, during, and after research sessions. It's easy to focus on what researcher want to know rather than on how you ask, but the way researchers ask questions is very meaningful in terms of what and how much can be found (Farrel, 2016, p.2).

In questionnaire, you may ask some questions with open-ended questions. In the open-ended question the researcher may explore the question to get more data. (Creswell, 2011. p. 220).

. The questionnaire adapted from Academic Survey Responses. The questionnaire are used to know the student' opinion on the strategy of cooperative learning method applied by English teacher. Before the student answer the questionnaire is done after the student finish doing the teaching and learning activities.

Table 3.1: Categories Response of Cooperative Learning Method

Factor / Aspect	Number Of Statements
Student interest in learning with Cooperative Learning method.	1,2,6

Student understanding of teaching materials with Cooperative Learning method	3,7,8
Student attitudes toward learning using Cooperative Learning methods.	4,5

5. Interview

Interviews were used to gather data from people about opinions, beliefs, and feelings about situations in their own words. They were used to help understanding the experiences people have and the meaning they make of them rather than to test hypotheses. Interviews can provide information that cannot be obtained through observation, or they can be used to verify observations (Ary, et, al., 2010, p. 438).

The interview of this study was aimed to describe and identify the information about students' writing problems in writing and their response toward teacher's essay writing use cooperative learning method given by the teacher. The interview was conducted as supporting data. The interview was in the form of semi-structured interview. It means that the researcher, indeed, has guidelines of the question but there might be any possible and unpredictable questions which occur to dig out more information from interviewees.

According to Burns cited in Pratiwi (2013) states the advantage of this type of interview is enabling the interviewee's as well as the interviewee's perspective to inform the research agenda, and therefore give risen to an equal balance in the research relationship.

E. Data Collection Procedure

The study conducted at English department of IAIN Palangka Raya at third semester. The researcher got the data such as obserasion and interview from students and the teacher. To get the data needed in the study, there were some ways to did it, they were:

1. The researcher did observation about the place, subject, object, teaching learning process and teaching learning strategy used by an English teacher in general.
2. The researcher did observation in English class to observe writing essay use cooperative learning method applied by an English teacher with the procedures in using observation guideline. Researcher collected the data by documentation. The data which has been got from documentation (recording), then transcribed to the written form.
3. The researcher did questionnaire for the students, which the procedures were; prepared the questionnaire, gave the questionnaire to the respondents, asked the respondents to complete the questionnaire, and collected the responses of the respondents.
4. The researcher did an interview to the lecturers about students' response and problem when teacher applied cooperative learning method, which the procedures were; he researcher asked the lecturer to do an interview, the researcher recorded the answer of the interviewed, and the researcher made a script of data that has been recorded.

5. The researcher did interview the student to know the response of patterns cooperative learning method applied by english teacher, which the procedures were; he researcher asked the student to do an interview, the researcher recorded the answer of the interviewed, and the researcher made a script of data that has been recorded.
6. The researcher collected photo as documentation.

F. Data Analysis Procedure

Data analysis is the process to arrange the data finding to make it comprehensible by collecting, arranging, coding, classifying, and grouping in order to make the research report.

According to Bogdan and Sugiono (2009, p. 270) states:

“Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to other.”

Miles and Huberman suggest that activities in data analysis qualitative done interactively and continuously. The activities in data analysis are data collection, data reduction, data display, and conclusion drawing/verification. To analyze the data, the researcher did some procedures adopted from Nasution (2003, p. 126-130) which state there were four techniques used to analyze the data as follows:

1. Data Collection

The collection of data on the main qualitative research was observation, in-depth interview study documentation, and combined with all three tools is triangulation.

The researcher has collected the data. The researcher collected the data from data collection was collected from observation, interview, field note, documentation and questionnaire. Data collection consisted of observation to the school and the class during the study was being conducted; interviewed the students about their response or comment toward written descriptive text that given by their teacher and interviewed the teacher about how was the teacher writes using cooperative learning method applied in English class of English deptment IAIN Palangka Raya; made the field notes to record the data where it was not possible to collect data using observation or interview such as students atmosphere when they were revised writing product; documented students writing product, results of observation, results of interview, results of field notes and photos during research.

2. Data Reduction

Data reduction has resumed, choosing on basic things, focus on the important things, and search the theme and pattern. In short, the data reduction will provide a clearer picture and ease the researchers to collect the next data (Sugiono, 2009: 270).

From the explanation above, the researcher only chose the main data, focused on the important data and decrease unnecessary data because the data needed to be based on the research objectives. First, to investigate the teacher

patterns cooperative learning applied in essay writing class of English department IAIN Palangka Raya. Second, to investigate student responses cooperative learning patterns applied by the English teacher.

The data reduction on the study used by the researcher to reduce the appropriate data from data collection by filtering the important data based on the objectives of the study. In this study, all of the data gathered from the interview that covers how is the teacher write use cooperative learning applied and student's response. The documentation covers data in student's writing product, picture form, and visual information. All of the data processed based on the objective of the study.

3. Data Display

According to Miles & Hiberma cited in Pratiwi (2013) data display refers to a process to arrange, to organize, and to compress a set of information resulting from data reduction done by simple explaining through matrix, graph, charts, and network that leads to conclusion drawing.

In data display, the researcher has reported the relevant data and confirms the study result.

4. Verification

Conclusions and verification were writing the conclusion and answering various problems with formulating strong evidence and supporting in the stage of data collection. Qualitative research is new findings that previously do not exist. The findings in the form of a description or the description of the objects that are previously still dimly lit so thoroughly after it becomes clear (Sugiono,

2009 : 252). From the explanation above researcher has concluded the result of study based on the problems and objectives of the study.

G. Data Endorsement

There were one technique to determine the endorsement of data. Researcher use triangulation technique to make his research valid. According to Stainback in Sugiono states that the aims is not to determine the truth about some social phenomenon, rather the purpose of triangulation is to increase one's understanding of what ever is being investigated. Furthermore, by using triangulation techniques the value data more consistently. The researcher collected the data by various techniques from the source same of data. In this case, the researcher used observation, interview and documentation.

In proving the trustworthiness of qualitative researchers can be done by addressing the credibility, transferability, dependability, and confirmability of the studies and findings. Gay, et al., (2012, p. 392) elaborated that first, a researcher must consider the whole of complexities in the study and point the problems that are difficult to be explained (i.e., credibility).

The researcher should also involve descriptive, context-relevant statements that kind of a report of the study can identify with the setting (i.e., transferability). Transferability also has provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made (Shenton, 2004, p. 73).

Therefore, qualitative researchers should include as much detail as possible so others can see the setting for themselves. According to Gay, et al,

“The researcher should also address the stability of the data collected (i.e., dependability) and the neutrality and objectivity of the data (i.e., confirmability)”. Dependability has provision employment of “overlapping methods” In-depth methodological description to allow study to be repeated, and confirmability has triangulation to reduce effect of investigator bias; Admission of researcher’s beliefs and assumptions; Recognition of shortcomings in study’s methods and their potential effects In-depth methodological description to allow integrity of research results to be scrutinizing (Shenton, 2004, p. 73). Gay, et al continued, “Although the term reliability is usually used to refer to instruments and tests in quantitative research, qualitative researchers can also consider reliability in their studies, in particular the reliability of the techniques they are using to gather data. Reliability is the degree to which study data consistently measure whatever they measure. A valid test that measures what it purports to measure will do so consistently over time, but a reliable test may consistently measure the wrong thing” (Gay, et al., 2012, p. 397).

The relevant data were observed and investigated by the researcher. There were four techniques to get validity of the data, namely credibility, transferability, dependability, and confirmability.

1. Credibility

Based on Guba, talking about credibility, there are some possible provision that can be made by researcher, namely Triangulation via use of different methods, different types of informants and different sites; Tactics to

help ensure honesty in informants; Member checks of data collected and interpretations/theories formed; Thick description of phenomenon under scrutiny (Shenton, 2004, p. 73).

The credibility of qualitative research is to test the credibility of the data or the reliability of the data results of the research. The success exploring a complex issue or benefiting towards the data results of the research (Sugiono, 2009, p. 270). In this study, researcher tests the credibility of the data or the reliability of the data results of the research, the researcher did some testing techniques, among others, with the extent of participation and member check.

a. The existence of participation

The existence of participants is observations of the researchers returned to the field, doing observation, interview with the data sources that ever met neither new ones. In this case, the researcher will return to the field to check out the data, whether the data is correct or not (Sugiono, 2009, p. 270). Related to this study, the researcher checked some of member existence.

b. Member check

Member check is a process of checking the data obtained by research to the data sources. The goal of member check is to know how much data match to the data is given by the source of the data. If the data is agreed by the source of data, it means the data is valid (Sugiono, 2009, p. 276). From the explanation above, the researcher conducted member check over findings will get after re-check data findings could be accepted or not.

2. Transferability

Transferability is external validity which indicates the degree of permanence or can apply the research results to the population in which the samples are taken. This transfer value relates to the question until the results of the research can be applied or used in any situations (Sugiono, 2009,p. 276). The researcher should also involve descriptive, context-relevant statements that kind of a report of the study can identify with the setting (i.e., transferability). Transferability also has provision of background data to establish context of study and detailed description of phenomenon in question to allow comparisons to be made (Shenton, 2004, p. 73).

From the explanation above, the researcher gives a detailed, clear, systematic and trusted description of the phenomena that occur in students in their reasons when the teacher uses cooperative learning methods. Stages of research and research results so that readers can get a very clear explanation.

3. Dependability

Dependability is a test with the audit to the overall research process. The researcher often does not the process of the research field, but it can provide the data (Sugiono, 2009, p. 277). Therefore, qualitative researchers should include as much detail as possible so others can see the setting for themselves. According to Gay, et al, “The researcher should also address the stability of the data collected (i.e., dependability).

From the explanation above, researcher showed the evidence of the field activity starting from decisive focus, time of gaining the data, how to specify a

data source, how to conduct data analysis, how to test the validity of data, and make the conclusion.

4. Confirmability

Confirmability is the test of objectivity in research. The research judge is objective when the research results have been agreed by a lot of people (Sugiono, 2009, p. 277). Dependability has provision employment of “overlapping methods” In-depth methodological description to allow study to be repeated, and confirmability has triangulation to reduce effect of investigator bias; Admission of researcher’s beliefs and assumptions; Recognition of shortcomings in study’s methods and their potential effects In-depth methodological description to allow integrity of research results to be scrutinizing (Shenton, 2004, p. 73).

5. Reliability

According to Gay, he said, “qualitative researchers can also consider reliability in their studies, in particular the reliability of the techniques they are using to gather data. Reliability is the degree to which study data consistently measure whatever they measure. A valid test that measures what it purports to measure will do so consistently over time, but a reliable test may consistently measure the wrong thing” (Gay, et al. 2012, p. 397). Test conformability means to test research results link to the process.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter described three main topics; they were data presentation, research findings and discussion.

A. Data Presentation

To obtain data related to cooperative learning patterns applied by the teacher and students' responses to the method, researchers came to the class at third semester english department of IAIN Palangaka Raya especially essay writing class to conduct activities such as classroom observations, field notes, teacher interviews and student interviews. The researcher observes and records several important points during the lecture. The researcher interviewed several participants, observed the class and collected several documents to know the students respons method used by the teacher. Researchers work with data collected after observations, interviews, field notes and documentation such as photos and student work. Researchers analyze and select data that is important by doing the reduction. Then, the researcher set several focus and categories based on data collected from observations, interviews, field notes, and documentation.

1. Data result of observation

For the first data, observation was conducted to investigate the strategies used by English teachers. The researcher used observation checklist, field note and documentation to get the data. The obervation checklist aimed to instrument

completed by an observed the teaching and learning process in the classroom during the implementation of method. The documentation aimed to find the kinds of cooperative learning method. And the result was that teachers always used cooperative learning methods to make it easier for students to learn to write essays.

2. Data result of questionnaire

For the second data, researcher took from the student questionnaire. Question number one to number two aims to find out whether the method used is interesting and fun. Question number three is to find out if the method learned is easy to understand. Questions number four and five are intended to find out the students' response to the method used to encourage them to study with friends or encourage independence. Question number six is intended to find out students' interest in the method applied by the teacher. And the last is the number seven and eight questions aimed at getting students' opinions about whether the method used helps to understand the material and makes it easy to learn writing essays.

3. Data result of interview

For the third data, interviews were conducted with students and lecturers. First, the interview is done with students in writing essay class. The questions that researcher asked students are, problems in teaching writing essays, what teachers do when students experience difficulty in writing essays, how to understand when teachers give correction, whether cooperative learning makes it easier, students opinions about cooperative learning.

Second interviews were conducted with teacher who taught English for essays in the third semester. In this case, the questions asked by the researchers to the teacher are as follows; student learning outcomes, problems often encountered in learning writing essays, strategies used, how to use cooperative learning methods applied, obstacles faced when applying the cooperative learning method, what changes students produce.

B. Research Findings

1. The Patterns of Cooperative Learning Applied by English Teacher at 3rd semester English Department of IAIN Palangka Raya

The researcher found the treatment applied by the teacher when he used the cooperative learning method to students based on the observation process. The researcher made three observations.

In the first observation, research was conducted to investigate the strategies used by the English teacher, and the result was that teacher always used a cooperative learning method to make it easier for students to learn writing essays.

Second and third observations, the researcher observed the learning process and student respons in class when the teacher used the cooperative learning method with the following steps:

- a) The teacher explains about the material would be discussed by the student, and then the teacher assigning the composition topically, normally brainstormed ideas with students.

- b) The teacher assigns groups to presentations in front of the class according to the groups shared with the previous RPS.
- c) The student got an assignment to make an introductory paragraph. The teacher provides exercises to train students' understanding, when answering questions, they cannot help each other.
- d) The teacher explains the correct answer.
- e) The teacher give evaluation and conclusions.

When using cooperative learning, students are helped to make their work better. They were very enthusiastic when advancing in front of the class and discussing with the group.

From the results, the researcher found students' patterns and responses to cooperative learning methods applied in writing essay classes. The pattern is small group teaching. Small-Group Teaching is a general classroom organizational plan in which learning takes place through cooperative group inquiry, discussion, and data gathering by students. Students select subtopics within a general area selected by the teacher, and then organize themselves into small groups of two to six members. These groups further subdivide their topic into individual tasks to be performed by group members in preparation for a group presentation to the total class. This group of students and by the teacher. The teacher never gives negative comments to students who write. The teacher always starts and ends with positive feedback, inserts suggestions for improvement. Correction comments on student writing applied by the teacher such as *"please add more about"* and *"please describe more specifically....."*. The teacher gives the comment if the student who

writes is still not good or just makes text on several lines. The teacher takes the tone that gives suggestions for improvement.

2. The Student Responses Toward the Implementation of Cooperative Learning Applied by an English Teacher at English Department of IAIN Palangkaraya

To find out the students' response to the method applied by the English teacher, the researcher conducted an interview and gave a questionnaire. Interview was conducted as supporting data. Interview was done to a teacher, and students who has answered questionnaire. This interview was aimed to know what are the reason behind use cooperative learning. The researcher conducted on Tuesday, 25 September 2018 at English department of IAIN Palangka Raya. After analyzing students, researchers found student responses.

In conduction the research, the researcher used questionnaire to collect the data. The researcher used this technique to know the students responses toward cooperative learning method. The researcher concluded that implementation of cooperative learning applied by English teacher. The learning model can helped to participate and interact between student and student, also students and teacher. So the students were not bored in learning process.

The questionnaire was consisted of eight questions. Then the researcher analyzed every number of question one by one to make the result more detail and measure the student response. The question consists of three aspects namely student interest, student understanding and students' attitudes toward

learning using cooperative learning methods. After the teacher had implemented the cooperative learning method, researcher used the pattern:

$$P = \frac{f}{N} \times 100\%$$

Note:

P : Total Score (Percentage)

f : Total of the student's responses

N : Total of all students

Based on the pattern above, the researcher counted in every number of questions. The following was the result of students responses:

a. Student Interest in Learning with Cooperative Learning Method

Table 4.1 Student interest in learning with Cooperative Learning method

No	Criteria	Total	Percentage (%)
1	Agree	20	66,7 %
2	Disagree	4	33,3 %
Total		24	100 %

Based on the table 4.1, it show that many students interest to study cooperatively than the students not interested to study cooperatively. From the questionnaire table above it can be concluded that many students like to learn cooperatively. There are 20 of the students interested in cooperative learning. Can be seen in table 4.1 there are 66,7% of students interested in the method of

implementing cooperative learning learning that is applied by the teacher. Students said that this method was interesting because it was fun and could share with friends, then the teacher formed a study group to find material in accordance with the topics that had been shared. Some students also said this method was very interesting because it used the question and answer method. Then, 33.3% of students said using cooperative learning methods was not interesting because sometimes the teacher only focused on the material and this made them bored, and sometimes the discussion was not interesting because the speaker's understanding was lacking.

From the results of the interview students also said this method is interesting because it makes it easy to write essays. From H interview she said small group or cooperative learning can explain and share knowledge with friends.

So it was good new learning model to build their motivation, especially writing comprehension because they write the text together. They also shared and opened mind with their friends. If there were some students who didn't understand, the other student help them.

b. Student Understanding of Teaching Materials with Cooperative Learning Method

Table 4.2 Student Understanding of Teaching Materials with Cooperative Learning

No	Criteria	Percentage (%)
1	Agree	83,3 %
2	Disagree	16,6 %
Total		100 %

Based on the table 4.2, indicates that 83.3% of students understand when teachers teach using the cooperative learning method. From the results of interviews the students said that learning was easy to understand because the teacher formed a presentation group. Students are required to look for material with the group team and make papers and present at the classroom. This also makes it easy for them to share their experiences because using a question and answer system, some students also said learning is easy to understand because the teacher always explains the material presented by the speaker, teacher also uses two languages, English and Indonesian. This makes it easier for students to understand what the teacher said. Then, 16.6% of students said that they disagree because sometimes the speakers did not understand the material they would present.

From the results of the interview, some students have a difficult problem understanding writing essays. Based on the interview, E said the problem especially in writing English is that he did not really understand how coherence and unity in a paragraph.

In another interview, NE said the weakness in writing was writing paragraphs. According to her Sometimes the teacher must change teaching habits to be better and more interesting so that they are easy to understand. Sometimes the teacher does not correct the results of his essay, this makes her not understand the mistakes in learning. According to her, cooperative learning makes it easy for

students to learn in class, because the method is easy to understand. So implementation of cooperative learning was appropriate learning model to solve this problem. The students got motivation to study English together and were also competitive in studying English.

Based on the results of the interview, the teacher said that as a beginning of learning in general all students could write essays, the average middle. the teacher hopes that at the end of the class can be better at writing essays when the teacher applied this method. The problem that is usually faced by students when learning to write essays is that some of them have problems in their grammar and their vocabulary is still limited so they cannot write well. Sometimes the teacher uses the native writer strategy so that students can analyze good paragraphs and can make them. But, sometimes students lie by browsing on the internet and quote it, this is a problem that is often faced by teachers. Cooperative learning methods that use this are pure cooperative learning methods. The teacher assigns them to make groups and one group consists of two students. They can join together, they work harder to present topics they are interested in. Other significant changes in student learning outcomes after using cooperative learning teachers cannot say the results are significant or not because learning is still ongoing.

c. Student Attitudes Toward Learning Using Cooperative Learning Method

Table 4.3 Student attitudes Toward Learning Using Cooperative Learning Method

No	Criteria	Percentage (%)
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1	Agree	79,2 %
2	Disagree	20,8 %
Total		100 %

From the table questionnaire above could be concluded that Students' attitudes toward learning using cooperative learning methods are that students respond positively. This can be seen by 79.2% of students agree when the teacher uses this method, because it is easy to understand and is very helpful for them in writing essays. According to them, the group method and presentation in front of the class practiced speaking skills, besides that they were asked to understand the material and study with the group.

There are approximately 20,8% of students' attitudes saying that group learning does not make it independent, so it is often difficult to understand texts when the teacher gives independent assignments, especially looking for the main ideas of the text.

Based on the result of the interview, DJN When she is confused to understand the teacher just repeats the explanation by giving an example and who usually gives an explanation that is understood. The teacher explains using two languages, Indonesian and English so that it is easy to understand by students. According to the cooperative learning method that is applied is very good and easy. In SS interview also said with cooperative learning methods she can share and learn more efficiently. Based on her opinion this cooperative learning method is a good method because it can learn together, and the work team.

C. Discussion

a. The Pattern of Cooperative Learning Applied by English Teacher at 3rd semester English Department of IAIN Palangka Raya

Cooperative learning strategy that works well during the class period is the use of small informal groups of students assembled periodically to examine, experience, try, discuss, and understand the topic (Nembhard, 1997, p. 1390). During cooperative learning activities, each member of a team is responsible not only for learning what is taught but also for helping team-mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it (Sonthara & Vanna, 2009, p.2).

According to Slavin (1980), The bulk of the research on practical cooperative learning techniques has focused on four major models: Teams-Games-Tournament (DeVries & Slavin, 1978b); Student Teams-Achievement Divisions (Slavin, 1978b); Jigsaw (Aronson, 1978); and Small-Group Teaching (Sharan & Sharan, 1976). These techniques are emphasized in this review both because they have been well researched in field settings and because they are well-defined teaching strategies that are in use in many classrooms. All four have books or manuals written about them so that teachers can easily implement them. Other classroom research involving less widely used cooperative techniques is also reviewed.

This study is a concern for students' patterns and responses to the cooperative learning method applied by an English teacher in third semester

students of the English department of IAIN Palangka Raya. The results were obtained from observations, field notes, teachers and student interviews.

In giving cooperative learning methods, teacher make a group formation. A group consist of two to three students. The teacher gives the topic according to syllabus in the essay writing class. Then the group searches for common material and collects it in paper form. the group must understand material because the material will be presented in front of the class. the teacher analyzes the students' mistakes then explains again. From the results, the researcher found students' patterns and responses to cooperative learning methods applied in writing essay classes. The first pattern is small group teaching. Small-Group Teaching is a general classroom organizational plan in which learning takes place through cooperative group inquiry, discussion, and data gathering by students. Students select subtopics within a general area selected by the teacher, and then organize themselves into small groups of two to six members. These groups further subdivide their topic into individual tasks to be performed by group members in preparation for a group presentation to the total class.

Teachers usually use the same method of correcting errors for all students. In addition, teachers praise students who write to improve their writing motivation. But the teacher only gives praise to comment on the students' writing products, not publicly.

b. The Student Responses Toward the Implementation of Cooperative Learning Applied by an English Teacher at 3rd semester English Department of IAIN Palangka Raya

In this description of the research findings, the result of questionnaire has been briefly explained. The result of the questionnaire will be analyzed based on the research problem that is ongoing to be revealed. In this part, the discussion will be divided into three matters. The first is about student interest in learning with cooperative learning method, the second is about the student understanding of teaching material with cooperative learning method. The third is about the student attitudes toward learning using cooperative learning method.

The first is about student interest in learning with cooperative learning method. Based on the result of questionnaire it could be concluded that the technique applied by the teacher was interesting. It could be concluded that the method applied by the teacher was interesting. Although 33,3% of the student admitted that the method was not to interesting, 66,7% of the student admitted that the they interesting cooperative learning method. From the results of the interview students also said this method is interesting because it makes it easy to write essays. So it was good new learning model to build their motivation, especially writing comprehension because they write the text together. They also shared and opened mind with their friends. If there were some students who didn't understand, the other student help them.

The second is about student understanding in learning with cooperative learning method. Based on the result of questionnaire, it could be concluded that

most of student understanding when teacher applied cooperative learning. Although 83,3% of student admitted that they liked cooperative learning method especially in essay writing activity, 16,6% of student stated that they not understand cooperative learning method. From the results of the interview, some students have a difficult problem understanding writing essays, how to make coherence and unity in a paragraph, and limited vocabulary. According to the result, cooperative learning makes it easy for students to learn in class, because the method is easy to understand. So implementation of cooperative learning was appropriate learning model to solve this problem. The students got motivation to study English together and were also competitive in studying English.

The third is about the student attitudes toward learning using cooperative learning method. Based on the results of the questionnaire 79.2% of students said this method was very helpful, 20.8% of students said this method was monotonous. Some students said that group learning does not make it independent, so it is often difficult to understand texts when the teacher gives independent assignments, especially looking for the main ideas of the text. In addition, most of the students considered that the technique was appropriate and able to help them explore their opinion. Based on the result of the interview, the cooperative learning method that is applied is very good and easy. In SS interview also said with cooperative learning methods she can share and learn more efficiently. Based on her opinion this cooperative learning method is a good method because it can learn together, and the work team.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter contained the conclusion of the findings and suggestions. The conclusion was to summarize the finding, and suggestions were aimed at the students, the teacher, and the further researcher.

A. Conclusion

Based on data result and discussion the following conclusions are drawn:

First, in the teaching used, the teacher did some steps as follows: first, the teacher explains about the material will be discussion by the student, and then the teacher assigning the composition topically, normally brainstormed ideas with students. Second, the teacher assigns groups to presentations in front of the class according to the groups shared with the previous RPS. Third, the student got an assignment to make a introductory paragraph. Fourth, the teacher provides exercises to train students' understanding, when answering questions, they cannot help each other. Fifth, the teacher explains the correct answer. And the last, teacher give evaluation and conclusions. The pattern used is small group teaching. Small-Group Teaching is a general classroom organizational plan in which learning takes place through cooperative group inquiry, discussion, and data gathering by students. Students select subtopics within a general area selected by the teacher, and then organize themselves into small groups of two to six members. These groups further subdivide their topic into individual tasks to be

performed by group members in preparation for a group presentation to the total class.

Second, the student responses toward the implementation of cooperative learning method applied by an English teacher was good. When using cooperative learning, students are helped to make their work better. They were very enthusiastic when advancing in front of the class and discussing with the group. The teacher never gives negative comments to students who write. The teacher always starts and ends with positive comments, inserting suggestions for improvement among the reinforcing comments.

B. Suggestion

1. For the teacher
 - a. Some of learning models give an active, creative, effective and pleasant learning.
 - b. Paying attention the situation of the teacher and students whether procedure of learning already has been done based on the education instrument to give student good learning.
2. For the student
 - a. The students have to participate actively in classroom learning process, especially in English lesson due to the importance.
 - b. The students might help with their friends who got difficult to study English or other lessons, but students might not help with the other students in evaluation test.

- c. The student have to pay attention when the teacher give explanation in order to understand teachers explanation easily.



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