

**EXPLORING THE IMPLEMENTATION OF COOPERATIVE
LEARNING STRATEGY IN TEACHING ENGLISH AT THE EIGHTH
GRADE OF SMPN 281 JAKARTA**

A PAPER

**SUBMITTED AS A PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
*SARJANA PENDIDIKAN***



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JAKARTA
2020**

VALIDATION SHEET

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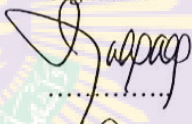
This paper has been presented, examined, and revised based on the advisor and examiners' suggestions.

The Study Programme : English Education

The Faculty : The School of Teacher Training and Education

The University : Muhammadiyah Prof. DR. HAMKA

The Day and Date : Saturday, August 22nd 2020

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ABSTRACT

Ade Setyaherwanti Rahayu Putri: 1601055030. *Exploring the Implementation of Cooperative Learning Strategy in Teaching English at the Eighth Grade of SMPN 281 Jakarta*. Paper. Jakarta: The School of Teacher Training and Education. The University of Muhammadiyah Prof. Dr. Hamka, 2020.

The objective of this problem is to find empirical evidence of whether or not the implementation of the Cooperative Learning Strategy that is used by two English teachers is in line with the principles of that strategy. The writer used a qualitative method. The participants of this study were two English Teachers at The Eighth Grade of SMPN 281 Jakarta. Data were collected through preliminary observation and interviews.

Based on the result of the observation, the writer concludes that in the implementation of a cooperative learning strategy, two English teachers applied the cooperative learning strategy according to its principles. The process of using cooperative learning strategies has been running accordingly. As a corollary, students were becoming more courageous in speaking and expressing their opinions; they also seem to enjoy participating in the learning process using this strategy.

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The need for the use of English is inevitable. Especially in education, English has become one of the most important subjects in schools. Nishanthi (2018) argues that the purpose of having English lessons in Indonesian schools is to provide opportunities for students to achieve success in the future. Knowledge of English is needed if students want to be expanded more in their lives. Studying English as a foreign language will give the unique opportunity of stepping outside the boundary of everyday life (Mahu, 2012).

As a foreign language, English in Indonesia is acquired through a learning process. English began to be taught, starting from elementary school. Knowledge of English is needed if people want to be excellent in their lives. So, if we master English, we can get a good job someday, and even more fun, we can expand our network of friends abroad. Even indirectly, by learning English, we will also learn about its culture to increase our knowledge of foreign cultures.

Besides, English is an important subject in school; students always have problems when they learn. Students are generally weak in learning English. As stated by qahtani (2018), students have limitations in mastering vocabulary, so they tend to be weak and less interested in learning English. Students have an unwillingness and a lack of motivation to learn English because they do not see an

immediate need to use the language. Lack of motivation makes students lazy to learn English or a negative attitude towards the target language.

A teacher also refers to motivational influences to achieve some systematic and long-lasting positive effects. Kindsvatter (1996:290) said that strategies help teachers use the method optimally to achieve certain learning goals. Teachers' strategy in increasing students' motivation is massive in their role. If the teacher successfully makes the right strategies in planning, designing, implementing, and evaluating the learning process, it will become that the teachers are successful in their performance as a professional teacher. But it is also necessary to pay attention to students' responses when the teacher motivates the strategies provided, whether the students' answers are right or just the opposite.

A teacher should be able to master and understand the situation of their students in learning so that students do not feel bored because the delivery of material is too monotonous. Therefore, to teach well, it is necessary to have the right strategy so that the classroom atmosphere becomes focused and attractive to students, hoping that learning English can be understood by students at school and can be applied in everyday life.

It is important for the use of strategies and methods in the learning process for the teachers. As a teacher, it is necessary to think of an appropriate learning strategy to understand the essence of the material presented. It is hoped that the learning objectives can be adequately achieved.

One of the effective learning strategies used in learning, especially English, is the cooperative learning strategy. Slavin (2005) mentions that the types of cooperative learning are; *Student Teams Achievement Division (STAD)*, *Team Game Tournament (TMT)*, *Jigsaw*, *Cooperative Integrated Reading and Comprehension (CIRC)*, *Team Assisted Individualization (TAI)*, *Group Investigation (GI)*, *Learning Together*, etc. Cooperative learning will maximize time appropriately because, in this strategy, cooperation in-class learning groups is very important. With this strategy, the problems or assignments given by the teacher can be solved together by the group members. In this case, there is a sense of help each other and motivate each other between group members so that good interaction occurs.

Learning in groups makes it easier for students to understand the lessons in class because they can exchange ideas. They express opinions using their language, which they believe can increase their understanding. The role of the teacher in the classroom as a facilitator and motivator and supervises the learning process between groups. Cooperative learning strategies require students to learn to be more independent in expressing their ideas and exercising their sense of responsibility.

In this study, the writer would like to study more about implementing the Cooperative Learning strategy in Learning English used by two English teachers at The Eighth Grade of SMPN 281 Jakarta.

B. The Limitation of The Problem

This study is limited to exploring the implementation of *Student Teams Achievement Division (STAD)*, as one of the cooperative learning strategies which two English teachers employ as the teaching strategy in the eighth grade of SMPN 281 Jakarta.

C. The Question of the Research

Based on the limitation of the problem above, the writer formulates the question of the study as follows: How is *Student Team Achievement Division (STAD)* as one of the Cooperative Learning strategies implemented in the teaching of English in the eighth grade of SMPN 281 Jakarta?

D. The Objective of The Problem

Based on the formulation of the research question, the objective of this research is to find empirical evidence of whether or not the implementation of STAD as one of the Cooperative Learning Strategies that two English teachers used in the teaching of English at the eighth grade of SMPN 281 Jakarta is accordingly based on its principles.

E. The Significance of The Problem

By doing this research, the writer expects that this research will have some significant contribution of learning strategy knowledge to the writer, in particular, and to all readers, in general.



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