

**LEARNING ENGLISH THROUGH STUDY GROUP TECHNIQUE
(A Case Study at SMA Negeri I Darussalam)**

THESIS

Submitted by:

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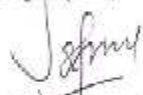
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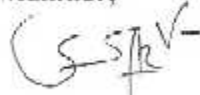
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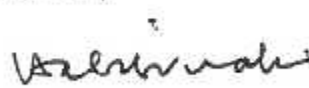
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ABSTRACT

This thesis is entitled “**Learning English through Study Group Technique (A Case Study at SMA Negeri I Darussalam)**”. This study was conducted to investigate the significance of the implementation of study group technique as well as the student’s attitudes and views toward the technique used by their teacher. The participants of this study were nine students of class X-1 at SMA Negeri I Darussalam and one English teacher who taught in class X-1. This study used qualitative and quantitative methodology. The data were collected by using observation checklist, 12 closed-ended questionnaires, and semi-structured interview. The results of teacher and student observation were recorded with the help of observation checklist. The questionnaires were administered to students of class X-1 and the interview was conducted with 4 from the total of 9 students and the teacher. It was proved that a more informal cooperative learning was frequently practiced at class X-1, since groups are typically for short time periods and not all the principles of cooperative learning could be applied to the group activities. In spite of the potential benefits of group activities were not fully accepted by all students of class X-1, it was evident from the assessment of questionnaire that the majority of students believed that learning through study group technique facilitates good working relationships, and enhances socialization and creativity. The students also confirmed that by learning in group, there was an enhancement in class participation as well as an improvement in their willingness to study even if the result of observation revealed the contrary.

Keywords: Cooperative Learning, Study Group Technique, Group Activity.

CHAPTER I

INTRODUCTION

A. Background of Study

Teaching is an activity of helping students to learn the subject matter and guide them to understand new knowledge. Here, the students must be involved in the teaching process. However, teaching is not merely an activity of transforming information or knowledge to students. Teaching must be viewed as process of systematizing situations, conditions, task materials, and opportunities in order to help students gain and construct new knowledge.

However, the procedure of English teaching was still less flexible. Most of the teaching in the EFL classroom emphasized teacher-centered, teacher-directed instruction. Traditional teaching models were more likely to be applied in the classroom that was usually characterized by students who only listened and wrote what teacher said.

As the time goes by, teacher has been trying to use other ways by purpose of improving students learning outcomes. One of the recommended ways is by teaching through study group technique, or better known as circle of learning or cooperative learning. The teacher expected that by working together during the learning process, the student can build social awareness and understanding as they walk in the 'shoes of others' (Chris Boudreault, 2010).

There have been many studies that have placed a high value on cooperative learning because it had proved that it could increase students' achievement (Johnson & Johnson, 1990-1994; Shachan & Sharon, 1994; Sharon, 1994; Slavin, 1995) as cited in S. Mitchell, V. Woloshyn, & A.E. Elliot, 2003). In contrast, the writer had been placed in a situation where the application of this method did not successfully work. Cooper and Muech (1992) reported that this technique has not been implemented systematically in many classrooms although many writers indicated that it is a powerful method to influence students' achievement and attitude (cited in Onwuegbuzie and Voseles, 2001). Because of this situation, the writer decided to conduct a research on this matter.

There was a phenomenon that the writer had experienced when taking teaching practice (PPL) at SMAN I Darussalam. There was a relatively unusual situation where the majority of students in that school were not motivated to learn, whereas they studied in group frequently.

For some students, they liked to merely listen to what their teacher said, and some others just ignored and did not even show any interest in studying English. The teacher tried to use better way in order to create more effective and active environment. The teacher, therefore, decided to put students into groups to get all students involved. It primarily aimed to get all students work actively together and fully participate in the class rather than only sitting and listening what teacher talk.

Initially, it purposed to save the time and get students involved. They were set into group and given task to do. Yet, if the procedure of applying this technique was not as it should be, the student would also easily get bored. Moreover, because students learn cooperatively and spent most of the time together, however, they would be easily affected by their friends.

Consequently, if one student's partner has poor study habits, it might distract the student from studying and lower his or her academic performance. These effects could be the result of individual actions on the part of a peer or could occur through larger group or full-class (Jeffrey Parker, Grouter, and Rivenburg, 2010). This problem happened at SMA Negeri I Darussalam, particularly in class X-1. The students were in such condition where if one student got lower score, the other students would get lower too and vice versa. Their score tended to be quite similar over time.

In line with this, unsocial behaviors were also tended to happen during cooperative activities like all members talked at the same time thus they made lots of noise and often discussed unnecessary things rather than the assigned topic. Some others did not participate; a member tried to dominate others; or even a member was ignored. This was not what every teacher expected to happen, and due to this case, the writer concerned on what exactly caused this problem and find a better solution.

Based on the elaboration, the writer was primarily interested to investigate the significance of study group technique used at SMA Negeri I Darussalam in

order to seek in deep the problem of this situation and to find out the solution for this phenomenon. The writer decided to conduct a research under title: **Learning English Through Study Group Technique (A Case Study at SMA Negeri I Darussalam).**

B. Research Question

Based on the explanation above, the writer intended to do this research in order to find out the answer for the following questions:

1. Does the technique used by the teacher run as its procedure?
2. What effect does study group technique have on students in learning English?

C. Previous Study

Research supporting cooperative learning has a long story. Extensive research indicates that cooperative learning is a highly effective instructional approach. The first research study on cooperative learning was published in 1989 (Johnson, Johnson, and Holubec, 1998). Since then, there have been over 600 experimental and over 100 correlational studies conducted on cooperative, competitive, and individualistic efforts.

One of the dissertations on cooperative learning that submitted by Nezzal Iman (2015) at the University of Biskra, has been one of the previous studies that the writer took as valuable reference for this undertaken study. She explored about “enhancing students’ interaction through cooperative learning in oral expression course.” The focus of that study was on learners’ interaction. The result proved

that when students work cooperatively, they were motivating and enjoyable, the learners' interaction appeared.

The other relevant study was conducted by Keritha McLeish in 2009 under title "Attitude of Students towards Cooperative Learning Methods at Knox Community College: A Descriptive Study." The findings of her research suggested that cooperative learning facilitates good working relationships, and enhances socialization and creativity. On the other hand, it also noted that the potential benefits of cooperative learning were not fully accepted by all students at the institution. For many, they preferred to work on their own rather than within a group.

To wrap up, cooperative learning has a number of positive outcomes. Overall, studies which examined cooperative learning in ESL/EFL classroom have indicated that cooperative learning promotes higher achievement across all age levels, subject areas, and almost all task than competitive and individualistic learning structures.

D. Research Objective

This study investigated the significance of study group technique use at SMA Negeri 1 Darussalam in order to find out whether or not the study group technique frequently used by the teacher runs as its procedure. It was also aimed at improving students' level of English and help student to build positive relationship among them and the most crucial thing among that purposes is that to get learner involves in every class activities.

E. Significance of the Research

The significances of this study were to:

1. Make student learn strategy to improve their performance in studying.
2. Help student to have capability to work cooperatively in school and for their own good in the future.
3. Encourage student to learn hard.
4. Create a healthy and enjoyable environment to study.

By doing this research, hopefully, both teachers and students could re-organize the way they teach and learn to achieve better outcomes and to improve students' achievement in the future. Moreover, this study could be additional information for those who will conduct a research under this issue in the future.

F. Research Terminology

Basically, there were some terms that need to be defined in order to make it clear for readers in understanding this paper. The terms are:

1. Technique

In Oxford Advance Learner's Dictionary (2000), technique is defined as way of doing something, especially those who needs special skills. It is the procedural variation of methods. Technique includes the personal style of the teacher in carrying out specific steps of the teaching process. In this paper, the writer concerned on the procedure of technique used by the teacher in teaching English as the teacher actually did in the classroom.

2. Study Group Technique

Study group means learning in circle cooperatively. It is defined as “the instructional use of small groups so that student works together to maximize their own and each other’s learning” (Johnson, Johnson, & Smith, 1991).

Refer to the types of cooperative learning by Johnson et al., (1994), study group technique in this present study can be categorized as an informal cooperative learning groups, that is consists of having students work together to achieve a joint learning goal in temporary, and these are “ad-hoc” groups that last from a few minutes to one class period (see chapter two).

G. Research Method

1. Method

This study is designed as a qualitative study based on a case or phenomenon that appeared in the target research location. Thus, the writer used three techniques to collect data including classroom observation, questionnaire, and semi-structured interview.

2. Research Population

The total number of student at SMA Negeri I Darussalam in academic year 2015/2016 is 79 which are divided into three levels; first grade, second grade, and third grade. The number of student in each level differs (more detail in chapter 3). The population of this study is the whole number of students in the first grade at SMA Negeri I Darussalam.

3. Research Sample

There are two classes for the first grade that is class X-1 and class X-2 with the total number of 21 students. The writer purposively chose class X-1 with 10 students as the sample of her research because as the teacher reported, they have been studying in group frequently and also because of the limit of time. About the number of sample, Creswell (2008) stated, “the number of participant the writer needs to gain an in-depth data is range from 1-30” (p. 217). Hence, the total numbers of observed students in the class X-1 of the first grade is 10 students, and they are studying in SMA Negeri I Darussalam. Their age is from 15 to 17 years old.

H. Limitation and Delimitation of The Research

1. Limitation

The sample size used was small and therefore generalizations could only be made to the observed class. The length of the study was short just a week.

2. Delimitation

The study was conducted at SMA Negeri I Darussalam. The study focused on the technique used by the teacher and on one class only. The students were observed during the class and were surveyed to determine their views of the group learning process.

CHAPTER II

THEORITICAL REVIEW

A. Introduction to Cooperative Learning

This section gives details about cooperative learning including an overview, definitions, specific features, elements, types and teacher's role, and theoretical perspective of cooperative learning. The description is as follow:

1. An Overview of Co-Operative Learning

To get students involve in all class activities, teachers are sometimes busy arranging appropriate instructions between students and materials, for example textbook and curriculum programs. Consequently, students' interaction with one another is relatively unobserved. Indeed, Johnson and Johnson (1989) stated that: "How teachers structure student-student interaction patterns has a lot to say about how well student learn, how they feel about school and the teacher, how they feel about each other, and how much self-esteem they have" (p. 67). From the statement, it is clear that student-student interaction plays an important part.

In the mid-1960s, cooperative learning was relatively unknown and mostly ignored by educators (Johnson and Johnson, 1994). Elementary, secondary, and university teaching was dominated by competitive and individualistic learning.

Moreover, Johnson and Johnson described that cultural resistance to cooperative learning was based on social Darwinism with its premise that students must be taught to survive in a "dog-eat-dog" world, and myth of "rugged

individualism” underlying the use of individualistic learning. As result, competition dominated educational thought. It was being challenged by individualistic learning. However, Educational practices and thought have changed.

A few decades ago, cooperative learning seemed to attract a lot of attention and became popular (Jalilifar, 2010). Instructional method started discussing cooperative learning. Slavin (2011) said that studies involving cooperative learning, one kind of student-centered approach, have appeared in recent years as an internationally important area of social science research among writers (as cited in Van dat Tran, 2014). It is also supported by Nezzal Iman (2015), who agreed that many scholars today have considered cooperative learning for students as a mean of interaction and communication in the classroom, to make the course active and interesting.

From the elaboration, it can be said that cooperative learning is now an accepted and highly recommended instructional procedure for teacher in all level of education. Because of its effects on either school performance, academic achievement, or interaction, cooperative learning is now widely applied for all age student.

2. Definition of Cooperative Learning

There are various definitions of cooperative learning. As defined by Johnson, Johnson, and Holubec (1993, p. 9), “Cooperative learning is the instructional use of small group so that students work together to maximize their

own and each others' learning" (cited in McCafferty, Jacobs, and Iddings, 2006). This means that students should help one another to develop their own and each others' learning.

Arends (2012) emphasized, "Cooperative learning goes beyond helping student acquire academic content and skills to address important social and human relations goals and objectives (p. 360)." Another definition of cooperative learning is highlighted by Olsen and Kagan (1992, p. 8) as "a group learning activity" so that learning depends on the activeness of students in exchanging information between group members in which each member of the group is responsible for his or her own learning and is motivated to increase the learning of others (cited in Richard and Rogers, 2001, p. 193).

Additionally, Richards and Rogers underlined that cooperative learning as "a good way of promoting communicative interaction in the classroom and is viewed as a learner-centered approach to teaching held to offer advantages over teacher-fronted classroom methods." It has been largely proved by many writers who have extensively researched and evaluated, and the research findings are generally supportive (Slavin 1995; Baloch 1998, cited in Richards and Rogers, 2001, p. 201).

From the definition above, cooperative learning is, therefore, doubtlessly a great way of learning. It aims to organize classroom activities into academic and social learning experiences (Johnson and Johnson, 1989). It is more than merely

arranging students to study and share ideas together, but students must work in groups to complete and achieve goals.

3. Specific Features of Cooperative Learning

In the book of Learning to Teach, Arrends (2012) stated that cooperative learning can be categorized by the following features:

- a. Students work in teams to master learning goals.
- b. Teams are made up of high-, average-, and low-achieving students.
- c. Whenever possible, teams include a racial, cultural, and gender mix.
- d. Reward systems are oriented to the group as well as the individual.

4. Elements of Cooperative Learning

Johnson, Johnson, and Holubec (1991) proposed five basic elements of successful group-based learning in cooperative learning as follow:

- a. Positive interdependence, occurs when students feel that they need each other in order to successfully complete the group's task ("sink or swim together"). It is created by building mutual support within the group (learn and make sure all other group members learn), joint rewards (if all group members achieve above the criteria, each will receive bonus points), shared resources (one paper for each group or each member receives part of the required information), and assigned roles (summarizer, encourager of participation, elaborator).
- b. Individual accountability/personal responsibility, involves both group and personal performance. The teacher frequently assesses and the results are

given to the group and the individual. It can be structured, for example, by giving an individual test to each student or calling at one group member randomly to give the answer.

- c. Face-to-face interaction, determines the way students interact with one another as teammates by helping, sharing, encouraging within group member.
- d. Interpersonal and small group skills, indicates that to work cooperatively in group, students need to have and function the needed social skills, such as leadership, decision-making, trust-building, communication, and conflict-management skills, so that the need of teacher's help will reduce.
- e. Group processing, aims at assessing how successful one group is. The main idea of cooperative work is being one hand by sharing information, energy, and support that is needed within the group (Iman, 2015). Teachers structure group processing by assigning and giving feedback laying on what action that support the successful of the group or what action that need to be added to make the group even more successful tomorrow.

5. Types Of Cooperative Learning and Teacher's Role

Macpherson (2000, p. 10) described three basic types of cooperative learning groups as follow (cited in Nezzal Iman, 2015):

- a. Base or Home Group: this group lasts for a long period and may be for a whole semester with stable membership. The member are chosen due to make sure all members are making good academic progress, hold and

motivate each other to learn and provide each other with support, encouragement, and assistance in completing assignments.

The teacher's role in using cooperative base groups is to form heterogeneous groups of three or four, schedule a time when they will regularly meet (such as beginning and end of each class session or the beginning and end of each week), create specific agendas with concrete tasks that provide a routine for base groups to follow when they meet, ensure the five basic elements of effective cooperative groups are implemented, and have students periodically process the effectiveness of their base groups.

- b. Informal Cooperative Learning: this group is temporary, only stay for few minutes to one class period and less-structured. It consists of having students work together to achieve a joint learning goal. Accordingly, this present study more focused on this type of cooperative learning as the writer mentioned as study group technique.

The teacher's role for using informal cooperative learning is to keep students more actively engaged, having focused discussions before and after the lesson, and interspersing pair discussions throughout the lesson. Two important aspects of using informal cooperative learning groups are to make the task and the instructions explicit and precise and require the groups to produce a specific product (such as a written answer). The procedure is as follows:

- 1) **Introductory Focused Discussion:** Teachers assign students to pairs or triads and explain the task of answering the questions in a four to five minute.
- 2) **Intermittent Focused Discussions:** Teachers divide the lecture into 10 to 15 minute segments. This is about the length of time a motivated adult can concentrate on information being presented. After each segment, students are asked to turn to the person next to them and work cooperatively in answering a question (specific enough so that students can answer it in about three minutes) that requires students to cognitively process the material just presented.
- 3) **Closure Focused Discussion:** Teachers give students an ending discussion task lasting four to five minutes. The task requires students to summarize what they have learned from the lecture and integrate it into existing conceptual frameworks. The task may also point students toward what the homework will cover or what will be presented in the next class session. This provides closure to the lecture.

Informal cooperative learning ensures students are actively involved in understanding what is being presented. It also provides time for teachers to move around the class listening to what students are saying. Listening to student discussions can give instructors direction and insight into how well students understand the concepts and material being taught

as well as increase the individual accountability of participating in the discussions.

- c. Formal cooperative learning groups: consist of students working together, last for one class period to several weeks, and establish to achieve shared goals and complete jointly specific task and assignments such as writing report or understanding a story.

In formal cooperative learning groups, the teachers' role includes making pre-instructional decisions, explaining the instructional task and cooperative structure, monitoring students' learning and intervening to provide assistance, assessing students' learning and helping student to process how well their groups functioned.

6. Theoretical Perspectives on Cooperative Learning

In the theory of learning, Richards and Rogers (2001) mentioned that the advocates of cooperative learning symbolize intensively on the theoretical work of developmental psychologists whom stress the central role of social interaction in learning, Jean Piaget (e.g., 1965) and Lev Vygotsky (e.g., 1962). Johnson and Johnson (1994) asserted that cooperative learning includes a variety of strategies that utilize students' cooperation to maximize interaction among students according to the five principles that is positive interdependence, individual accountability, group processing, and equal opportunity for class participation. Positive interdependence exists when students come to perceive that each group member's efforts are indispensable and necessary for the success of the group,

and each member has an individual contribution to make to the group effort (Onwuegbuzie and Voesel, 2001).

Besides social skills, the purpose of cooperative learning is also to develop learners' critical thinking skills (Richards and Rogers, 2001). Learners are encouraged to ask and respond to alternative question types. Learners in cooperative learning usually take individual quizzes to demonstrate individual accountability and personal achievement, and they may also get equal opportunity to participate in-class activities, and they feel responsible for their own learning and get equal opportunities to demonstrate their learning.

B. Study Group Technique in This Present Study

In this present study, study group technique was considered as informal cooperative learning. The descriptions of the technique were provided as follow:

1. Characteristic Features of A Group

There are some characteristic features that experts consider as a good group and distinct groups from other, as clarified by Dornyei and Murphey (2003):

- a. There is some interaction among group members.
- b. Group members share some purpose or goal for being together.
- c. The group lasts for reasonable period of time, for example, for the whole class period.
- d. Group members all have their roles and they have the same responsibility to work together for the success of the group.

In addition, Dornyei stated that there are also some norms to ease the behavior when learning in groups that are:

- a. Be responsible to the needs of the group.
- b. Encourage and motivate each others.
- c. Try to share good ideas and helpful actions.
- d. Share opinion with your peers.
- e. Take turns.
- f. Ask for help if needed.
- g. Do not dominate.
- h. Be patient with others.
- i. Make sure every group member participate.
- j. Pay fully attention and respect others.
- k. Discuss before making decision.

2. Teacher, Learner, and Instructional Material Role

Because this is a student-centered teaching model, thus, “the teacher speaks less than in teacher-fronted classes.” (Richards and Rogers, 2001, p. 199). The teacher plays role as a facilitator, monitor, and motivator (McCafferty 2006, Harel 1992, Hyland 1991, in Nezzal Iman, 2015). It means that the teacher is responsible to help students including moving around the class to control the class and monitor students, encouraging and motivating students to solve their own problems, extending activity, and giving feedback for what students have done, etc.

The students, in the other hand, play more roles than a teacher does. Richards and Rogers believed that students play a role as a member of group who work cooperatively with other group members. They have to learn team-work skills; they act as director and monitor; they are responsible for their own group success; and they evaluate their own learning, so that, each member takes an important role in group.

As cited in Nezzal Iman (2015), McGourty and DeMeuse (2001, p. 50)

categorized the roles into four main types:

- a. Task role, it demands each member to know his own task, for example, one is a developer, one is a note taker, one is presenter, etc. Thus, the members can perform the task well.
- b. Functional role, each member must find ways to interact with each other to perform as a team to achieve group goals. One can be goal setter, planner, advisor, etc.
- c. Maintenance role, it helps the group grow, strengthen personal skills, and cut the negative feelings among group members.
- d. Dysfunctional role, there is such roles which are negative, make the group cannot achieve the goals, such as being aggressive, telling jokes during the task, and discourage the members.

The last one is instructional material role. It also plays an important part in creating opportunities for students to work cooperatively, for example, students need material as a reference they can read, discuss and work on (Ricahrds and Rogers, 2001). The materials also help students to keep focus, thus, it can lower the noisiness.

3. The Purpose of Using Study Group Technique in Teaching English

At this point, a teacher uses any teaching methodologies in order to maximize the learning process. For many, they might argued that they had used cooperative learning in their class, but the effects were not as positive as many literatures demonstrated (Liang, 2002). Indeed, learning in group will succeed if it is in line with the five elements that had already mentioned before. It will not be successful if the teacher simply puts students to sit and work in groups without further assistance or careful structure to make group work become teamwork. Certainly, the successful of a group lies on the student's participation.

With the purpose of achieving the goal of learning, a teacher uses this technique to help students in learning English as one of their main lesson in school. The aims of using this technique are to promote students' outcomes and performance in classroom and to teach students cooperation skills.

a. Promote student's outcomes and performance

By working together in fulfilling any lesson requirement, students can help each other and be responsible for each other's outcomes. Although, it does not mean that students have to work with their partner all the time.

The review of the previous researches on this topic conducted in rural, urban, and sub-urban schools in certain countries and in all age levels have revealed that by learning cooperatively in group, it undoubtedly helps students with their academic achievement (Arends, 2012).

b. Teaching cooperation skills

By being actively participating in a group, students are encouraged to learn important social skills while simultaneously develop their academic skill. Students may not learn all of that by themselves, thus, Arends said "teacher may need to teach a variety of group and social skill, for example, sharing skill, participation skill, and communication skill (p. 383)."

4. Implementing A Successful Study Group Technique

As the other instructional method, teaching or learning in cooperative way is also required a teacher to construct some unique planning task as well. In the following, the writer described some of the unique planning tasks and decisions that a teacher is required to teach a cooperative learning lesson as described by Arends (p. 368-375):

a. Planning

The first step, a teacher needs “to choose an appropriate strategy to use, in this way for example, group learning (p. 369).” There are various model of cooperative learning and numerous descriptions exist of activity types that can be used (Richards and Rogers, 2001). The teacher may choose the most suitable one.

The second step, as stated by Arends (2012) is “to choose appropriate content (p. 369).” Because when students learn in group, student’s self-direction and initiative are mostly required. Therefore, the teacher must be careful in choosing content. Without interesting and challenging content, the cooperative lesson can quickly break down.

The third step is forming student teams. “It is important to decide how student teams are formed due to their ability levels or gender (p. 372).” There is a study that suggests forming a group by homophily (likeness), which means that the group is formed by student-selected (McRonalds,

2014). Based on research findings, students are likely to choose their partner of whom they trust and they feel comfortable with (Soboroff, 2012). But some other researches point out the advantages of teacher-selected group that can ensure good ability and gender mix (Arends, 2012, p. 373). Certainly, it is on a teacher's decision whether to form teacher-selected or student-selected group, because a teacher may know his/her own students ability.

The fourth step is developing material. Arends said that “providing interesting and developmentally appropriate study material is important if student teams are to work independently (p. 373).” Indeed, it also has to meet students' level.

The fifth step that a teacher needs to plan is “orienting students to tasks and roles (p. 373).” The way learning task and rewards are structured influences the quality of student learning and interaction within groups. Additionally, it is important that students have a clear understanding about their roles as they participate in cooperative lesson.

The sixth step is “planning for the use of time and space (p. 374).” To organize students to learn in group by cooperatively working with their friend sometimes take more time that most other instructional models because they rely on small-group instruction.

The last task, the teacher is required “to cluster setting arrangement (p. 375).” It purposes to ease the teacher and student to have interaction with

teacher or other group if needed. It also helps the teacher to easily control the whole class activity.

b. Conducting

After planning, the teacher conducts what he/she already planned. As stated by Arrend, this section associated “teacher behaviors for each phase as the following description (p. 375).”

The first phase, the teacher needs to clarify aims and establish set. In this phase, the teacher begins all lessons by reviewing, explaining their objectives in understandable language, and showing how the present lesson link to previous lesson. The teacher goes over goals for the lesson and establishes learning set.

The second phase, the teacher has to present information verbally, in text, or online. For example, the teacher needs to provide explicit information of a text give to students or guidelines of a shared task, therefore, students have clear understanding about it.

The third phase, the teacher organizes students into study teams. It is the most important and difficult steps for the teacher to complete. It takes serious attention for the teacher to arrange students into a small group then assign roles to particular students, otherwise the group will remain confused.

The fourth phase, the teacher assists teamwork and study. In this phase, the teacher assists learning teams as students do their work, for example to remind them of the tasks they are to perform or the time allocated for each step.

The fifth phase, the teacher tests on materials. The teacher assesses students' knowledge of learning materials or group presentation result of their work. The teacher may also give students feedback for what students have accomplished.

The final phase, the teacher provides recognition. The teacher finds ways to identify achievements both individual and group effort.

To wrap up, the teacher should have a good planning to conduct a cooperative environment in order to have effective study group so that both student and teacher can achieve the learning goals. The successful of a group arrangement and performance not only depends on students' participation or activeness all the time, but the teacher is who takes the most responsibility to make it works.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The present study is a case study, in which the writer has to gain in-depth data to explain deeply about the concern phenomenon. Hence, the writer used qualitative and quantitative methodology. Basrowi and Suwandi (2008) mentioned that qualitative method involves collecting information about personal experience, introspection, life story, interview, observation, historical, interaction and visual text which are significant moments and meaningful in peoples' lives.

Besides, the quantitative method was used to quantify attitudes, opinions, behaviors, and other defined variables by way of generating numerical data that can be transformed into useable statistics to generalize results (Brannen, 1992). The purpose of choosing these methodologies was to give comprehensible description about the situations in the research by the help of the formulation of the percentage to give details about the result that was gained in the field.

In this research, qualitative method was designed to reveal a target audience's range of attitudes and the perceptions that drive it with reference to specific topics or issues. The writer used observation as the technique of data collection. For instance, the questionnaire was given after doing observation in order to gain any information of the students' attitudes and point of view about the

study group technique used by their teacher. The assessment of questionnaire was served in percentage.

Additionally, because the objective of this research was to investigate the significance of study group technique used at SMA Negeri 1 Darussalam, therefore, the writer observed both teacher and student. For instance, the interview also took part as the additional data collection procedure to complete the research as in the following explanation.

B. Population and Sample

1. Population of Research

The present study took place at SMAN I Darussalam. The population of this study is the whole number of students in the first grade at SMA Negeri I Darussalam. The total number of the first grade students is 21. The students are divided into two classes; class X-1 and class X-2.

2. Sample of Research

The writer took class X-1 of first grade students as the research sample. When interviewing, the teacher confessed that she/he frequently used study group technique in teaching because it helps her/him to control the class easier. Therefore, the writer purposively chose students in class X-1 as the sample of this research to gain in-depth data. The total number of sample is 10 students.

C. Research Procedure

This research was conducted in one week and the procedure of this research is as follow:

1. Research Preparation

In the first step, the writer began working to arrange instrument for data collection; observation, questionnaire, and interview. After all instruments were set, the writer then arranged confirmation letter to distribute to the school chosen to get the permission to do the research on November 30, 2015. After that, the writer scheduled the time to do the research.

2. Conducting Research

The writer set observation for two periods of English lesson at 8.00-9.30 a.m on December 3, 2015. After observing, the writer distributed questionnaire on December 3, 2015 and held interview on December 5, 2015.

3. Data Analysis

Based on the instrument used in collecting the data, there were three analyses; observation, questionnaire, and interview. The results of each analysis were compared and discussed to answer the research questions of this study.

D. Technique of Data Collection

1. Observation

It is clear that the quality of the data will depend on the quality of the instruments. In seeking to explore the natural scene, to collect valid data that needed to complete this work, and to get closer access to the participants of this research, classroom observation was used. It gave the writer chance to observe what happen in real setting, which takes place in the classroom with the students and their teacher.

Based on its realization, observation divided into two; non-systematic observation and systematic observation (Arikunto, 2010). Non-systematic observation is when the observer observes condition or situation without using observation list. Meanwhile, if the observer uses observation list to observe, that is called systematic observation.

In addition, Burhan Bungin (2006) mentioned about two tools that an observer can use in arranging observation list; category system or rating scale. Thus, in collecting the data needed for this research, the writer provided systematic observation checklist with rating scale. The writer observed both teacher and student.

The observation took two periods of time that lasted for 90 minutes. The observation was recorded by the help of observation checklist from what was remarkable through the behavior, reaction, interaction, and response of both teacher and student during the class.

2. Questionnaire

The way data is collected is crucial to the quality of the research undertaken. Therefore, designing a questionnaire whether it is to be administered by phone, pencil-and-paper or on the web, is a key part this research.

Additionally, the questionnaire is probably the most common method in educational research. According to Nasution (2011), “questionnaire is a data collection that uses a list of questions (p.128).” Each item should be in line with what is needed to be found in order to complete this research. Moreover, every item should be in good and understandable language so that will be easy to answer. Sukardi (2009) also suggested providing rating scale to make the questionnaire easier; therefore, the participant will not be left disoriented.

Accordingly, a pencil-and-paper questionnaire was administered as the primary data collection procedure in this research. This aimed to achieve more concrete data in relation to student’s attitude toward the technique used by the teacher and the significant influences of the technique used from student’s point of view. The questionnaire along with Likert Scale purposed to see student’s level of agreement toward statements. The questionnaire contained twelve close-ended questions related to this study.

3. Interview

In this step, the writer gathered additional information by doing face-to-face interview with the participants as well as to make a close relation with the interviewees to win their confidence. Face-to-face interview again allows the

interviewer to reach sample size target and quotas and can be adaptive (Muijs, 2004, p. 42).

To ease the writer in collecting the data, a semi-structured interview was drawn. It aimed to find the problem explicitly about the research question, because the participants were requested to express their opinion and ideas (Esterberg, 2002, p. 33). In this research, the writer asked six questions to four of the total students to complete the information about the concerned problem. The students were chosen based on their response in questionnaire.

In addition, the writer also interviewed the English teacher who teaches in class X-1 for the reason of completing the information and to know about his/her view or obstacles when teaching English by using study group technique. The writer arranged nine needed questions.

E. Technique of Data Analysis

1. Observation Analysis

The result of observation was analyzed by describing the classroom condition and teacher-students attitudes during the class based on the items of observation checklist.

2. Questionnaire Analysis

Data that have been collected through questionnaire was analyzed by using certain formula to obtain the result. The result of questionnaire was analyzed by using the following formula (Hasan, 2002, p. 19):

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

Where : P = Percentage

F = Frequency

N = The total number of sample

100% = Constant value

3. Interview Analysis

In analyzing the interview, the writer just described what mentioned and explained by both teacher and student. It aimed to give additional information to support the data that were gained from the questionnaire.

F. Research Location

1. Brief Description of The School

Sekolah Menengah Atas (SMA) Negeri I Darussalam is one of the schools that established to raise educated students from both who live near the school or other areas. The school is located in Jln. Lambaro Angan, Darussalam Aceh Besar. The North part of the school is adjacent to a field, the South and the West part are adjacent to the house of the community living there, and the East part is adjacent to the field. The status of the school is already changed from private to state last four years ago.

In addition, the school stands in good-maintenance. Having 3.000 m² widths, this school has six permanent buildings that consist of classroom,

principal room, teacher room, library, UKS room, science laboratory, art and computer laboratory, administration room, consultation room, and toilets. This school has six classes with 8 x 5 m² width for each. Two classes are for 1st grade student that is for class X-1 and X-2, the other two are for 2nd grade student, and the last two classes are for 3rd grade student. In academic year of 2015/2016, the total number of students is 79.

Table 3.1 School facilities of SMA Negeri I Darussalam

No.	Facilities	Quantity	Condition
1.	Teacher Room	1	Good
2.	Principal Room	1	Good
3.	Administration Room	1	Good
4.	Library	1	Good
5.	Science Laboratory	1	Good
6.	Teacher Toilet	2	Good
7.	Student Toilet	2	Good

2. Teachers and Students

Currently, the total number of the teacher in SMA Negeri I Darussalam was 20 teachers, where two of them are English teachers. They came from different background of studies. The following table shows more details about the English teachers at this school.

Table 3.2 The English teachers at SMA Negeri I Darussalam

No	Name of Teacher	Graduated	Status
1.	Zahrul Wardaty, S.Pd.I	IAIN Ar-Raniry	Permanent
2.	Rosdiana, S.Pd	USK	Permanent

The students of SMA Negeri I Darussalam were mostly from the village near the school. For students who want to sign in to this school have to fulfill the requirements by submitting the certificate of graduation. The school did not administer any test for new students. Currently, the total number of the students in the academic year 2015/2016 was 72 students. Male was dominated in this school as shows in the following table.

Table 3.3 The data of students at SMA Negeri I Darussalam

No	Class	Male	Female	Total
1	I-1	6	4	10
2	1-2	7	4	11
3	II-IPA	9	4	13
4	II-IPS	8	2	10
5	III-IPA	12	5	17
6	III-IPS	14	4	18
Total		56	23	79

Source: The Administration Office of SMAN I Darussalam

3. The English Curriculum and Time Allocation

This school has been re-applying *Kurikulum Tingkat Satuan Pendidikan* (KTSP) this semester. Before applying KTSP, the school applied *Kurikulum 2013* only in the previous semester.

The regular learning hours start at 8 a.m till 1.30 p.m. For one period of the lesson takes 45 minutes. English subject, for class X-1 was taught two times a week, on Tuesday and Wednesday. One meeting lasted for 2 periods of time that is 2 x 45 minutes. Before teaching, the teacher needed to prepare lesson plan.

CHAPTER IV

DATA ANALYSIS AND DISCUSSION

A. Teacher's Observation and Interview Result

1. Observation

The class observation was held on December 2, 2015 at class X-1. The writer observed the teacher who taught English at class X-1 for two periods of time, starting from 08.00-09.30 A.M. The writer cooperated with one of her friends in observing the teacher's way of teaching. The observation used observation checklist to ease the observer in recording the whole activities. The result of teacher's observation was described as follow.

The class was started a bit late because of electricity outage. At first, the teacher planned to use a PowerPoint presentation to give students an overview of the topic about Narrative Text in customary class. Yet, the class had electricity outage, so that the teacher could not teach in that class and had to find the other class. While finding the alternative class, the time was diminished.

Twenty minutes was lost. The teacher decided to teach in computer room and soon prepared to start the class. The class was ready to begin. The observer joined the class in order to observe the class conditions.

At the beginning, the teacher seemed to have problem in getting students to be fully motivated to learn. Consequently, students seemed unready to study. In addition, the learning objective was informed, but was not clearly.

The students were set in small group learning and informed guideline how to work in group. It was observed that during the first 20 minutes of the class, even when the teacher asked questions in an attempt to get students involved, many of them either did not know or just did not want to participate.

However, teacher-student interaction was well preserved. The students were well-guided on either to do the task or to share ideas with group members, and to represent their work. The teacher showed enthusiasm to his/her students and the material being taught was explained obviously and also delivered with full of courage. Although the class atmosphere was not really good at the beginning of the class, the teacher kept trying to encourage his/her students to fully put their attention on the material and to have a good interaction among each other. It was one of excellent point.

Another good point that the observer noticed was the consistency of the teacher in giving appreciation and feedback whenever students try to do their best. The teacher, by encouraging and giving appreciation, hoped that students would be extra motivated.

That was the summary of teacher's observation. Based on the description, it can be concluded that nearly all of the teacher's attitudes during the teaching process was noted as good point, but there were also some which was still need to be upgraded. Overall, the positive attitudes that the teacher showed was supposed to be good model for the other teacher.

2. Interview

The interview was held two days after observing the class. Teacher's interview schedule contained nine questions related to the problem. The following explanations gave the summary of interview conducted with one teacher who teaches in class X-1.

The opening question was about teacher-centered learning strategy. The interviewer wanted to know the teacher's point of view regarding to the subject matter and teacher's case in her/his classroom. The teacher confessed, "It is true that there is such a situation in my class that when utilizing more teacher-centered learning, the students became addicted to it." she/he also added, "It was time consuming when I have to provide them all information all the time but when trying to get them to complete tasks on their own, the students, however, still did not complete the activity and required me to end up teaching again."

Then, the interviewer requested the teacher to explain her/his way out to overcome the problem. Her/his answer was "the strategy is by arranging them into

group learning, so that the students will interact more within the group and they can enjoy and be more comfortable during the learning process.”

On the other hand, when the interviewer asked her/him about how familiar the teacher is with the term of study group technique or cooperative learning, she/he confessed that “I am a bit familiar with cooperative learning, but I do not truly familiar with its types.”

In addition, the teacher confessed, “I prefer utilized group activity most of the time within my class to individual learning.” The teacher gave reasons such as “as I said before, for teacher, it is saving time and energy, because the teacher plays role as the student’s director, the teacher just manage the class and the student’s learning” and “the students are more active in group rather than in individual learning, because when being asked to study individually, the students mostly remain in silence and do not want to speak and participate, but when I ask them to study cooperatively, at least they try to understand the materials and they will be ashamed if they do not.”

For instance, from the assessment of student’s questionnaire, it revealed that 33% of students indicated that teacher always utilized group activity, besides 67% of them indicated that teacher sometimes utilized it, while no participant (0%) indicated that teacher never used it. Therefore, it can be concluded that group activity was frequently utilized.

Moreover, the interviewer also wondered if there was an increase in students' performance when they worked in group. The teacher's answer was "yes, there was an increase in student's performance." However, she/he regrettably added, "Whenever there is any form of group activity for students to engage in whether within the class or outside of the classroom, there are always some who shows great disinterest in participating, but usually, it only lasts for 1-2 weeks, when they get used to study in group, they will be more comfortable."

For instance, to prepare students to study in group, the teacher sometimes organized and handed the material by her/him, and teacher also often asked students to prepare by themselves before class. It was as stated in her/his preferences "I sometimes prepare the materials before the meeting and sometimes request the student to look for the related material for the next meeting, for example" and the teacher also stated, "Before starting the learning activity, the students were also informed a brief description about the material being taught before asking them what to do."

To support this information, the student's interview schedule was contained a question "Does teacher give clear guidelines for the completion of group activities/assignments whether in/outside of the class setting?" and all interviewees confessed, "yes, the teacher always give clear guideline." Thus, it can be concluded that teacher usually gave clear guidelines. So, it helped student in completing the task.

At last, the teacher was requested to mention about common obstacles she/he faced when teaching through study group technique. To answer this, the teacher stated some of the problems such as; “sometimes there are students who did not care tend to merely count on their friend”, “there were also students who are active but end up working alone in group”, and “sometimes I have problem in designing good activities to get all students involved.”

That was the summary of teacher’s interview. The teacher, at the end of the interview, ever stated, “I really expect the school maker or any related institution to often hold training for teachers in every single area about effective and great learning strategy or any related guidance that can enhance improvement in teaching area.”

B. Student’s Observation, Questionnaire, and Interview Result

1. Observation

The writer observed the student of class X-1 during their two periods of English class on December 2, 2015. The observation checklist was used to help the observer in recording the whole activities. The teacher initially set her/his students into group learning and started the class.

As stated before, the class quite late started because of some unexpected problems. As result, it reduced the time allocation. However, teaching and learning activity was kept continuing. The result of student’s observation was described below.

The total students who attend the class were 9 of 10. At the beginning, most of the students of class X-1 had shown their unwillingness to study. It was well-recorded just by looking at their reaction. The students seemed less motivated to learn English. They did not fully pay their attention to their teacher. As consequence, the learning objective that teacher explained was not entirely valued.

Subsequently, the process of arranging group also did not run well. Teacher, at that time, initially requested them to sit into two groups by students-selected. But due to lack of response, the group was then set by teacher-selected. At last, the students finally sat in group as requested.

Due to the condition, the teacher kept motivating them to be actively engaged to the group, but only three of group members were motivated, active, and they started discussing as well tried to work together with the other. But regrettably, their enthusiasm lasted temporarily. It was assumed that the students were influenced by their friends.

The observer noticed a minimum of interaction among the rest of group members. They seemed less responsible to the needs of the group, less respect among each other, and there were so little discussion activity within the group. They mostly stayed in silence instead of contributing useful ideas and helpful action to the group.

Accordingly, students who were actively engaged to the group, automatically, dominated and became the representative of the group to present their work. The

group, therefore, did not work productively for some of the students cared while the rest did not.

Besides, the observer also noticed a minimum of respect from the group regarding to the performance of the other group. There was no good reaction from the students toward the feedback teacher gave, and there was a lack of response from students toward several questions teacher asked as a reflection for the material given.

To wrap up, most of student's attitude during the class were noticed as "not really good manner." Whereas, the technique teacher utilized was for increasing their motivation and willingness to study English and to create a more interesting class as well. But the characteristics of good group did not all appeared. The class mostly remained in silence. At a glance, this was the result of classroom observation based on the observer's view. The students view and response were also recorded from the questionnaire and interview. The result was as follow.

2. Questionnaire and Interview

The questionnaire was distributed on December 2, 2015 to 9 students at the first grade of SMA Negeri I Darussalam to answer the questions and was collected on December 3, 2015. In addition, the interview was held after collecting back the questionnaire. The interview was arranged for both teacher and student on December 5, 2015 with 7 semi-structured questions. The writer randomly selected 4 students as the interviewees and a teacher who teaches in the first grade. The result of interview

was described all at once with the result of questionnaire as additional information to complete this research.

Technically, the questionnaire was analyzed by using percentage system with the following formula:

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

Where : P = Percentage

F = Frequency

N = The total number of sample

100% = Constant value

Based on the formula above, the questionnaire was analyzed as follow:

Table 4.1 Student's interest toward English Lesson

Num	Level of Agreement	Frequency	Percentage
1	1. Strongly Agree	4	44%
	2. Agree	5	56%
	3. Neutral	0	0%
	4. Disagree	0	0%
	5. Strongly Disagree	0	0%
		9	100%

Table 4.1 shows that all students at class X-1 expressed that they love English as one of the lesson. None of them (0%) remained neutral, disagreed, or strongly disagreed. So that, it indicated that they were pleased to learn English lesson.

Based on the interview result, the students were indicated that they were pleased to learn English lesson. Despite, they admitted that learning English was pretty difficult. One of the interviewees gave reason, “I love English, but not very. English is a complex lesson.” Another interviewee gave reason, “English lesson is interesting, but it is hard to spell English words.” The other two stated the reasons such as “I like English lesson but I do not really understand the meaning of each word” and “I like it, but for me, spelling the words is tough, so is translating.”

Table 4.2 Student’s interest toward English as a language

Numb	Level of Agreement	Frequency	Percentage
2	1. Strongly Agree	4	44%
	2. Agree	5	56%
	3. Neutral	0	0%
	4. Disagree	0	0%
	5. Strongly Disagree	0	0%
		9	100%

Table 4.2 reveals that all of students were interested in learning English as a language with the percentage 44% of students expressed their strong agreement and 56% of students expressed that they simply agreed. None of the students (0%) stayed neutral, disagreed or strongly disagreed. It allowed the writer to conclude that student’s interest to study English is high.

Table 4.3 Learning through study group technique help students to achieve more than when they work alone

Numb	Level of Agreement	Frequency	Percentage
3	1. Strongly Agree	4	44%
	2. Agree	5	56%
	3. Neutral	0	0%
	4. Disagree	0	0%
	5. Strongly Disagree	0	0%
		9	100%

In the table 4.3, all students (44% of students strongly agreed and 56% agreed) had the same opinion that they achieved more within the group than on their own. Again, 0% of students remained neutral, disagreed or strongly disagreed.

During the interview, two of students expressed that they agree if their teacher set them into group learning so that they learned and achieved better than when they worked alone. One interviewee gave reason such as “I can ask teammates if there was something I do not know about the material” and the other interviewee stated, “We can work together so that we achieved better, all together.” The conclusion is the average students have the same opinion that they achieve more when they work together. The other two simply said, “Yes, the score is increased” and “when working with others I tend to understand material a lot more.”

Table 4.4 Student's willingness in participating in group learning

Numb	Level of Agreement	Frequency	Percentage
4	1. Strongly Agree	4	44%
	2. Agree	5	56%
	3. Neutral	0	0%
	4. Disagree	0	0%
	5. Strongly Disagree	0	0%
		9	100%

From the table 4.4, we can see that all participants (44% of students strongly agreed and 56% of students simply agreed) expressed that they willingly participate in group activities teacher set during the class. None of them (0%) remained neutral, disagreed or strongly disagreed.

Based on the interview result, it was indicated that learning in group freed them from working alone, particularly, in learning English as they considered English as a complicated lesson. It was proved from their reasons such as “English is complicated, so I do not feel like I can handle my task alone, so I better work with friends”, “I cannot, Miss. I have no idea about English” and “I prefer study in group because I do not know English, so that my friend will help me.”

On the other hand, there was one of the interviewee who admitted that she did not really agree if teacher set them in group most of the time. The following reason was given for her preference such as “I do not like learning in group since people sometimes do not willingly participate so you just like working alone in group”. As

she added, it would be more comfortable for her to study individually. It was implied from her/his statement “I prefer study on my own.”

Table 4.5 Learning through study group technique helps students in completing task easier

Numb	Level of Agreement	Frequency	Percentage
5	1. Strongly Agree	5	56%
	2. Agree	4	44%
	3. Neutral	0	0%
	4. Disagree	0	0%
	5. Strongly Disagree	0	0%
		9	100%

In table 4.5, it can be seen that five from the total of nine students (56%) expressed their strong agreement toward the statement “Learning through study group technique helps students in completing task easier” and 44% of the rest agreed. It could be concluded that study group technique has effect on students, which is in easing students in completing task.

As indicated before, because students completed the task by working together, so that they can help one another. Additionally, they were thankful because they did not have to work alone particularly in completing English lesson task. On the contrary, one of the interviewee confessed, “sometimes it did not help at all because members of the group did not all participate, so I have to work alone.”

Table 4.6 Learning through study group technique eases students to socialize

Numb	Level of Agreement	Frequency	Percentage
6	1. Strongly Agree	3	33%
	2. Agree	4	44%
	3. Neutral	0	0%
	4. Disagree	2	22%
	5. Strongly Disagree	0	0%
		9	100%

Table 4.6 shows that 33% of students strongly agreed and 44% of them simply agreed toward the statement “Learning through study group technique eases students to socialize.” None of them remained neutral (0%). However, there was 22% of students expressed their disagreement toward that statement, but none of them strongly disagreed. It indicated that study group technique did not always enhance socialization.

Table 4.7 Learning through study group technique enhances good working relationships among students

Numb	Level of Agreement	Frequency	Percentage
7	1. Strongly Agree	4	44%
	2. Agree	5	56%
	3. Neutral	0	0%
	4. Disagree	0	0%
	5. Strongly Disagree	0	0%
		9	100%

Table 4.7 shows that 44% of students strongly agreed and 56% of students simply agreed that learning through study group technique enhances good working relationships among students. None of them remained neutral, disagree, or strongly disagree.

In contrary, the students confessed that when working in group, there were some members who did not work or offer any help, mostly boys. It was indicated from their preference “boys do not work, Miss; they just wait for the task to be finished”, “some are just talking unnecessary things within the group”, and “what makes the group activity not interesting is that some are just sitting, not working.” It implied that working relationship among students in group were not really well.

Table 4.8 Learning through study group technique enhances class participation

Numb	Level of Agreement	Frequency	Percentage
8	1. Strongly Agree	5	56%
	2. Agree	3	33%
	3. Neutral	0	0%
	4. Disagree	1	11%
	5. Strongly Disagree	0	0%
		9	100%

Table 4.8 shows that the majority of students (56% of students strongly agreed and 33% agreed) had the same belief that class participation was increased due to study in group frequently. One of the total students (11%) disagreed and none of them (0%) remained neutral or strongly disagree.

As they mentioned before, the majority of students preferred study cooperatively. In conclusion, study group technique has effect on enhancing class participation, which is in raising student's willingness and dynamic to participate more in class.

Table 4.9 Creativity is facilitated in the group setting

Numb	Level of Agreement	Frequency	Percentage
9	1. Strongly Agree	7	78%
	2. Agree	2	22%
	3. Neutral	0	0%
	4. Disagree	0	0%
	5. Strongly Disagree	0	0%
		9	100%

Table 4.9 shows that all of students (with the percentage of 78% strongly agreed and 22% simply agreed) expressed that creativity is facilitated in the group setting. It was indicated that when working together in group, the creativity was enhanced. The students need to be creative in order to complete all group activities unless the group will fail.

Table 4.10 Group activities make the English learning experience easier and funnier

Numb	Level of Agreement	Frequency	Percentage
10	1. Strongly Agree	4	44%
	2. Agree	5	56%
	3. Neutral	0	0%
	4. Disagree	0	0%
	5. Strongly Disagree	0	0%
		9	100%

In the table 4.10, it allowed the writer to conclude that all participants (with the percentage of 44% of students strongly agreed and 56% of them agreed) have the same opinion that “Group activities make the English learning experience easier and funnier.” None of them remained neutral, disagree, or strongly disagree.

Table 4.11 The extent to which study group technique is used

	Frequency	Percentage
Never	0	0%
Sometimes	6	67%
Always	3	33%
	9	100%

Table 4.11 shows that the most of students (67%) indicated that teacher “sometimes” utilized study group in class, while 33% of them indicated that teacher “always” utilized study group, 0% of them indicated teacher “never” utilized it. It can be concluded that teacher utilized study group most of the time in her/his class.

Table 4.12 Student's preferred group size

Group Size	Frequency	Percentage
2-4	9	100%
5-7	0	0%
8-10	0	0%
Total	9	100%

As indicated in table 4.12, all of students (100%) typically work in group of 2 and 4. The result of interview also indicated that the students were more comfortable to work in small group than in large group. When requested to explain the reasons, the students gave reasons such as “group members are sometimes unreliable and lazy and tend to leave most of the work on one person and still get the same grade”, “it is nothing to do with large group, you will always end up working alone” and two interviewees stated, “I prefer small group, it avoids noisiness.”

C. Discussion

Based on data analysis above, the writer's answer of the two research question of this study was described as the following:

The first research question is “Does the technique used by the teacher run as its procedure?” To answer this question, the writer looked at valuable results of the teacher's observation, teacher's interview, and it was also supported by student's questionnaire and student's interview.

Overall, the result signified that the average of teacher's procedure in teaching through study group technique was emerged. The learning material was well-planned, the learning objective was informed, the guidance was provided, and the material was transformed attractively by the help of visual media. The teacher also showed her/his enthusiasm when teaching in class.

Although the teaching process did not entirely run as planned, the teacher believed that class participation usually increased. Not only is there an increase in student participation within the class, but from the interview, teacher contended that overall the teaching-learning environment was more dynamic.

However, it must be noted from teacher's observation that teacher did not truly utilize any particular types of cooperative learning, but it was close to simply group tasks. Whereas, the teacher's interview indicated that she/he chose to use cooperative learning activities as a solution for her/his habitually passive class, but she/he confessed that she/he did not really familiar with the types of cooperative learning activities. It was in line with Stahl (1994 as cited in Keritha McLeish 2009) who stated that although cooperative learning is becoming increasing popular, "a large majority of the group tasks that teachers use, even teachers who claim to be using cooperative learning, continue to be cooperative group tasks, not cooperative learning group tasks" (p. 67).

Even if student's enthusiasm and interaction were extremely low than teacher expected, the students had the same opinion that the teacher always provided guideline every time teacher assigned them into team and they mostly enjoy learning in group. In conclusion, the technique that teacher utilized was close to more informal cooperative learning and generally ran as its procedure. For informal cooperative learning such as study group technique that the writer presented in this study, it may or may not include the principles of cooperative learning.

Stepping to the second question that is "What effect does study group technique have on students in learning English?" the writer, to answer this question, looked at the result from the assessment of student's questionnaire, student's interview, and student's observation to make a conclusion. It was also supported by teacher's response related to the question.

From the student's interview, 3 of the total 4 interviewees indicated that they agreed if their teacher utilize group activities in class. The student, who indicated they were not really comfortable, gave reason such as fellow students not pulling their weight, and she/he ended up working alone within the group.

From an assessment of student's questionnaire, it revealed that 44% of students strongly agreed and 56% of them simply agreed that they willingly participate in group activities, especially in small group. This result was not in line with the result of observation. Based on observation, it indicated that the majority of

students did not fully pay attention on their teacher. They mostly remained in silence and there were a minimum of participation within the group.

Form another assessment of student's attitudinal questionnaire, however, it was noted that:

- a. 44% of students strongly agreed and 56% simply agreed that they achieved more within the group than on their own.
- b. 56% of students strongly agreed and 44% agreed that learning in group improves their attitude to work.
- c. 33% of students strongly agreed and 44% of them simply agreed and 22% indicated disagreement that learning in group enhances socialization.

This suggested that the majority of participants may have benefit from group activities within their educational environment. Numerous research studies have revealed that students completing group tasks tend to have higher self-esteem and a greater number of positive social skills (Johnson, Johnson, & Hollubec 1993; Slavin 1991; Stahl & Van Sickle 1992 as cited in Keritha McLeish 2009). It was also in line with what teacher confessed. She/he said that students were more comfortable and more active when they work together as well as their attitudes toward work was improved.

Comparing with the result of observation, it surprisingly showed dissimilar result again. Based on student's observation, the observer noticed a minimum of

interaction among students and the majority of students even showed disinterest to study in group. It also did not seem that their attitudes toward work improved.

On the other hand, the finding also revealed that 44% of students strongly agreed and 56% simply agreed that group activities enhance good working relationship among students and make the learning experience easier. A total of 89% of respondents were also of the view that group activities enhance class participation; specifically 56% strongly agreed and 33% simply agreed, while 11% of respondent indicated disagreement. Meanwhile, a high level of strong agreement (78%) was shown by students that cooperative activities enhance creativity, while 22% of them simply agreed.

It can be concluded that study group technique that teacher usually utilized in class with the purpose to enhance learning environment actually have positive effect on students. However, the effects might or might not be benefited by all students. The finding suggested that the majority of students believe that group activities facilitate good working relationship, enhance socialization and creativity, as well as facilitate more dynamic learning environment.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the findings, the following conclusions have been derived:

1. Based on the finding, there was a more informal cooperative learning technique was practiced at class X-1 of SMA Negeri 1 Darussalam. The result of teacher's observation and interview indicated that the technique that teacher commonly utilized in class X-1 generally ran as its procedure. Even if the idea of putting students in the center of the learning do not yet maximize, the teacher believed that students enjoyed learning through this way and student's participation was typically increased.

2. From the assessment of student's questionnaire, the finding suggested that students of class X-1 believe that group activities facilitate good working relationships, and enhance socialization and creativity. Although, the potential benefits of cooperative group learning activities were accepted by almost all students of class X-1 at SMA Negeri I Darussalam, there is student who confessed, due to past experience, prefer to work on her/his own rather than within a group. Even though teacher believed that class participation usually increased whenever students were a part of group activities or assignments

whether within the classroom or outside, the finding of observation noted a minimum of interaction among students within the group at the time.

B. Suggestions

Based on the findings of the study and conclusion reached, the following suggestions were made:

1. Students on a whole like studying in group. The major concern that many students have is that the member of the group who did not put their weight to the need of the group resulted to the entire group. Teacher could formulate a method in which group members are graded individually even more often and also group members should be able to evaluate each other with appropriate reasons. In this regard, there would not be a case in which the whole group suffers for the delinquency of one.
2. If students seemed to have low interest in studying through studying in group, the teacher could probably change the strategy. Since cooperative learning serves numerous types to utilize, teacher could try any other one, but make sure that it suits the class and various learning styles of students. Hopefully, it will free students from anxiety by offering them a good and more interesting class.
3. As the teacher expected, the institution was requested to conduct seminars to get teacher more aware with the various technique that can be utilize to create a more student-centered class.

4. This study also suggested a more detail further research with experimental approach to be utilized to assess the effectiveness of implementing particular cooperative learning strategies for various subject areas.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : Un.08/DT/TL.00/5971/2015

TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.07/DT/TL.00/8481/2014 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY
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- Menimbang : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: Un.07/DT/TL.00/8481/2014 tentang pengangkatan pembimbing skripsi;
- b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
7. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
9. Peraturan Menteri Agama No.21 Tahun 2015 tentang Statuta Universitas Islam Negeri Ar-Raniry Banda Aceh
10. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindelegasian dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2014
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.07/DT/TL.00/8481/2014 tanggal 1 Desember 2014
- KEDUA** : Menunjuk Saudara:
- | | |
|---------------------------|----------------------------|
| 1. Safrul Muluk, MA, Ph.D | Sebagai Pembimbing Pertama |
| 2. Suraiya, M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Dewi Rahmayanti**
- NIM : **231121242**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Learning English through Study Group Technique (A Case Study at SMAN 1 Darussalam),**
- KETIGA** : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
- KEEMPAT** : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
- KELIMA** : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2015/2016.
- KEENAM** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



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Nomor: Un.08/FTK1/ TL.00/ 8649 / 2015

Tempat: -

Hal: Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Dewi Rahmayanti
NIM : 231 121 242
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat : Limpok Aceh Besar

Untuk mengumpulkan data pada:

SMA Negeri 1 Darussalam

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Learning English Though Study Group Technique (A Case Study at SMAN 1 Darussalam)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 20 November 2015

An. Dekan,

Wakil Dekan Bidang Akademik,

Dr. Saifulah, M.Ag

NIP. 19720406 200112 1 001



BAG. UMUM BAG. UMUM

Kode: 2935



PEMERINTAH KABUPATEN ACEH BESAR DINAS PENDIDIKAN

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Nomor : 070/ 1.389 /2015
Lamp. : -
Hal : Izin Pengumpulan Data

Kota Jantho, 25 November 2015
Kepada Yth.
Kepala SMAN 1 Darussalam
Kabupaten Aceh Besar
di

Tempat

Sehubungan dengan surat Wakil Dekan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : Un.08/FTK1/ TL.00 / 8649 / 2015 tanggal 20 November 2015, Kepala Dinas Pendidikan Kabupaten Aceh Besar memberi izin kepada:

Nama : Dewi Rahmayanti
NIM : 231 121 242
Jurusan : Pendidikan Bahasa Inggris

Untuk melaksanakan penelitian dan penyusunan Skripsi yang berjudul :

“LEARNING ENGLISH THROUGH STUDY GROUP TECHNIQUE (A CASE AT SMAN 1 DARUSSALAM)”

Setelah selesai mengadakan penelitian, 1 (satu) eks laporan dikirim kepada Sekolah SMA Negeri I Darussalam Kabupaten Aceh Besar.

Demikian surat izin ini dibuat, untuk dapat dipergunakan seperlunya.

a.n. Kepala Dinas Pendidikan
Kabupaten Aceh Besar
Kabid Pendidikan Menengah, *zf*


Drs. Zakiah Fuadi
Pembina Tk.1
Nip. 19600610 198703 1 017

Tembusan :

1. Ketua Jurusan yang bersangkutan
2. Arsin



PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN
SMA NEGERI 1 DARUSSALAM

Jalan Lambaro Angan Desa Lambaro Sukon Kec. Darussalam Kab. Aceh Besar. E Mail : sma1darussalam@yahoo.com

Nomor : 424/105/2015

Lampiran : -

Hal : Telah melaksanakan penelitian Bahasa Inggris

Darussalam, 04 Desember 2015

Kepada YTH,

Dosen Mata Kuliah

Bahasa Inggris

Di_

Tempat

Meninjau lanjuti surat Wakil Dekan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : Un.08/FTK1/TL.00/8649/2015, tentang izin penelitian mata kuliah Bahasa Inggris, maka dengan ini kami menerangkan bahwa:

Nama : Dewi Rahmayanti

Nim : 231 121 242

Jurusan : Pendidikan Bahasa Inggris

Bahwa yang tersebut nama di atas telah melakukan penelitian pada SMA N1 Darussalam Kabupaten Aceh Besar pada tanggal 02 Desember s/d 04 Desember 2015. Dengan judul "**LEARNING ENGLISH THROUGH STUDY GROUP TECHNIQUE (A CASE AT SMA N 1 DARUSSALAM)**".

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.

Darussalam, 04 Desember 2015

Kepala Sekolah

Dra. Husna Husen, M.Pd

Nip. 19670627 199702 2 001



LEMBAR OBSERVASI GURU
“LEARNING ENGLISH THROUGH STUDY GROUP TECHNIQUE
(A Case Study at SMA Negeri I Darussalam)”

Kelas/Semester :
 Hari/Tanggal :
 Waktu :
 Nama Guru :
 Materi Pokok :
 Nama Pengamat/Observer :

A. Petunjuk : Berilah tanda cek () pada kolom nilai yang sesuai menurut penilaian Bapak/Ibu :

1 : berarti “Tidak Baik”

3 : berarti “Baik”

2 : berarti “Kurang Baik”

4 : berarti “Sangat Baik”

B. Lembar Pengamatan :

No	Aspek yang diamati	Nilai			
		1	2	3	4
1.	Pendahuluan : 1. Kemampuan mengelola kelas agar siswa siap untuk belajar 2. Kemampuan memotivasi siswa/mengkomunikasikan tujuan pembelajaran 3. Kemampuan menginformasikan model pembelajaran kelompok dan langkah-langkah pembelajarannya.				
2.	Kegiatan Inti : 4. Kemampuan membagi siswa dalam kelompok-kelompok 5. Kemampuan menjelaskan tentang model pembelajaran kelompok dan mengajarkan materi terkait dengan menggunakan model pembelajaran tersebut 6. Kemampuan menggunakan alat peraga sederhana				

	<p>7. Kemampuan mengarahkan menggunakan LKS</p> <p>8. Kemampuan membimbing siswa dalam mengerjakan soal-soal di LKS</p> <p>9. Kemampuan mengarahkan siswa dalam mempresentasikan hasil kerja LKS</p> <p>10. Kemampuan guru dalam mengamati keaktifan siswa ketika pembelajaran berlangsung.</p>				
	<p>Penutup :</p> <p>11. Kemampuan guru dalam melakukan tanya-jawab ringkas dengan siswa tentang materi yang didiskusikan.</p> <p>12. Kemampuan mengarahkan siswa untuk membuat kesimpulan atau merangkum materi yang telah dipelajari.</p> <p>13. Kemampuan guru dalam memberikan umpan balik untuk kelompok atau individu.</p> <p>14. Kemampuan guru dalam melakukan refleksi dan dalam pemberian tugas jika perlu.</p>				
	<p>Kemampuan mengelola waktu</p>				
	<p>Suasana Kelas :</p> <p>a. Antusias siswa</p> <p>b. Antusias guru</p>				

Banda Aceh, 3 Desember 2015
Pengamat/Observer

(.....)

LEMBAR OBSERVASI AKTIVITAS SISWA

“LEARNING ENGLISH THROUGH STUDY GROUP TECHNIQUE (A Case Study at SMA Negeri I Darussalam)”

Kelas/Semester :
Hari/Tanggal :
Waktu :
Nama Guru :
Materi Pokok :
Nama Pengamat/Observer :

A. Petunjuk: Berilah tanda cek (√) pada kolom nilai yang sesuai menurut penilaian Bapak/Ibu:

1 : berarti Tidak Baik

3: berarti Baik

2: berarti Kurang Baik

4: berarti Sangat Baik

B. Lembar Pengamatan:

No	Aspek yang diamati	Nilai			
		1	2	3	4
1.	Kegiatan awal: 1. Siswa menjawab salam guru. 2. Siswa membaca doa sebelum belajar. 3. Kondisi dan motivasi siswa untuk mengikuti pembelajaran. 4. Siswa memperhatikan tujuan pembelajaran yang disampaikan guru. 5. Siswa mendengar arahan guru tentang materi dan pendekatan yang akan disajikan.				
2.	KegiatanInti: 1. Sikap siswa dalam membentuk kelompok. 2. Siswa membentuk kelompok sesuai arahan guru.				

	<p>3. Siswa memperhatikan materi yang disampaikan oleh guru.</p> <p>4. Siswa bersama-sama mengerjakan apa yang diberikan guru.</p> <p>5. Seluruh anggota kelompok aktif bekerja sama dalam grup.</p> <p>6. Siswa saling menghormati dan menghargai satu sama lain.</p> <p>7. Siswa saling bertukar pikiran dalam berdiskusi dan mengerjakan tugas yang diberikan guru.</p> <p>8. Siswa mewakili kelompok mempresentasikan hasil kerja kelompoknya.</p> <p>9. Siswa memberi tanggapan terhadap jawaban kelompok lainnya.</p> <p>10. Reaksi siswa terhadap penguatan tentang hasil diskusi yang telah dipresentasikan.</p> <p>11. Reaksi siswa terhadap apresiasi dan pujian untuk kelompok yang kompak dan menjawab dengan benar.</p>				
3.	<p>Kegiatan Akhir:</p> <p>1. Siswa membuat rangkuman dengan bimbingan guru tentang materi yang telah disajikan.</p> <p>2. Siswa menjawab pertanyaan refleksi dari guru.</p>				

Banda Aceh, 3 Desember 2015

Pengamat/Observer

()

KUISIONER

Nama :

Kelas :

A. Jawablah pertanyaan berikut dengan memberikan tanda () pada jawaban yang Anda pilih!

1. Guru menerapkan metode belajar berkelompok.

Tidak pernah ___ Kadang-kadang ___ Selalu ___

2. Ukuran kelompok idealmu.

2 – 4 orang ___ 5 -7 orang ___ 8 – 10 orang ___

B. Bacalah soal di bawah ini dengan teliti dan jawablah dengan memberikan tanda () pada jawaban yang Anda pilih!

Keterangan:

SS : Sangat Setuju

S : Setuju

N : Netral

TS : Tidak Setuju

STS : Sangat Tidak Setuju

NO.	SOAL	SS	S	N	TS	STS
3	Saya suka pelajaran Bahasa Inggris					
4	Saya suka belajar Bahasa Inggris					
5	Dengan belajar kelompok, saya mendapatkan nilai lebih baik.					
6	Saya sangat senang mengikuti kegiatan belajar berkelompok.					

NO.	SOAL	SS	S	N	TS	STS
7	Dengan belajar berkelompok, mengerjakan tugas jadi lebih mudah.					
8	Kegiatan belajar berkelompok membuat saya lebih mudah bergaul.					
9	Kegiatan belajar berkelompok bisa meningkatkan hubungan kerja sama antar siswa.					
10	Kegiatan belajar berkelompok bisa meningkatkan partisipasi siswa di kelas.					
11	Belajar berkelompok akan lebih mudah jika semua siswa bisa berfikir kreatif.					
12	Kegiatan belajar Bahasa Inggris lebih mudah dan menyenangkan dengan belajar berkelompok.					

(Adapted from Keritha McLeish, 2009)

TERIMAKASIH

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
FAKULTAS TARBIYAH DAN KEGURUAN

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telp. 0651-7551423- Fax. 0651-7553020 Situs: www.tarbiyah.ar-raniry.ac.id

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : Un.08/DT/TL.00/5971/2015

TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.07/DT/TL.00/8481/2014 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-
RANIRY
DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. Bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: Un.07/DT/TL.00/8481/2014 tentang pengangkatan pembimbing skripsi;
- b. Bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi dimaksud.
- Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Pemerintah Nomor 37 Tahun 2009, tentang Dosen;
7. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry;
8. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
9. Peraturan Menteri Agama No.21 Tahun 2015 tentang Statuta Universitas Islam Negeri Ar-Raniry Banda Aceh
10. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindelegasian dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
11. Surat Keputusan Rektor IAIN Ar-Raniry Nomor. IN/3/R/Kp.00.4/394/2007, tentang Pemberian Kuasa dan Pendelegasian Wewenang Dekan;
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 14 November 2014
- MEMUTUSKAN**
- Menetapkan :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Un.07/DT/TL.00/8481/2014 tanggal 1 Desember 2014
- KEDUA** : Menunjuk Saudara:
- | | |
|---------------------------|----------------------------|
| 1. Safrul Muluk, MA, Ph.D | Sebagai Pembimbing Pertama |
| 2. Suraiya, M.Pd | Sebagai Pembimbing Kedua |
- Untuk membimbing Skripsi :
- Nama : **Dewi Rahmayanti**
- NIM : **231121242**
- Program Studi : **Pendidikan Bahasa Inggris**
- Judul Skripsi : **Learning English through Study Group Technique (A Case Study at SMAN 1 Darussalam),**
- KETIGA** : Kepada pembimbing yang namanya tersebut di atas diberikan honorarium sesuai dengan peraturan yang berlaku;
- KEEMPAT** : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA UIN Ar-Raniry Tahun 2016
- KELIMA** : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2015/2016.
- KEENAM** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.



7 April 2015

Ibrahim, M. Ag
109082001121001

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY BANDA ACEH
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Nomor: Un.08/FTK1/ TL.00/ 8649 / 2015

Tempat: -

Hal: Mohon Izin Untuk Mengumpul Data
Menyusun Skripsi

Kepada Yth.

Di -

Tempat

Dekan Fakultas Tarbiyah dan Keguruan (FTK) UIN Ar-Raniry Darussalam Banda Aceh dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

Nama : Dewi Rahmayanti
NIM : 231 121 242
Prodi / Jurusan : Pendidikan Bahasa Inggris
Semester : IX
Fakultas : Tarbiyah dan Keguruan UIN Ar-Raniry Darussalam.
Alamat : Limpok Aceh Besar

Untuk mengumpulkan data pada:

SMA Negeri 1 Darussalam

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studi pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry yang berjudul:

Learning English Though Study Group Technique (A Case Study at SMAN 1 Darussalam)

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Banda Aceh, 20 November 2015

An. Dekan,
Wakil Dekan Bidang Akademik,

Dr. Saifulah, M.Ag

NIP. 19720406 200112 1 001



BAG. UMUM BAG. UMUM

Kode: 2935



PEMERINTAH KABUPATEN ACEH BESAR DINAS PENDIDIKAN

Jalan T. Bachtiar Panglima Polem, SH. Kota Jantho (23918) Telepon. (0651)92156 Fax. (0651) 92389
Email : dinaspendidikanacehbesar@gmail.com Website : www.disdikacehbesar.org

Nomor : 070/ 1.389 /2015
Lamp. : -
Hal : Izin Pengumpulan Data

Kota Jantho, 25 November 2015
Kepada Yth.
Kepala SMAN 1 Darussalam
Kabupaten Aceh Besar
di

Tempat

Sehubungan dengan surat Wakil Dekan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : Un.08/FTK1/ TL.00 / 8649 / 2015 tanggal 20 November 2015, Kepala Dinas Pendidikan Kabupaten Aceh Besar memberi izin kepada:

Nama : Dewi Rahmayanti
NIM : 231 121 242
Jurusan : Pendidikan Bahasa Inggris

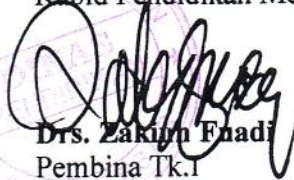
Untuk melaksanakan penelitian dan penyusunan Skripsi yang berjudul :

“LEARNING ENGLISH THROUGH STUDY GROUP TECHNIQUE (A CASE AT SMAN 1 DARUSSALAM)“.

Setelah selesai mengadakan penelitian, 1 (satu) eks laporan dikirim kepada Sekolah SMA Negeri I Darussalam Kabupaten Aceh Besar.

Demikian surat izin ini dibuat, untuk dapat dipergunakan seperlunya.

a.n. Kepala Dinas Pendidikan
Kabupaten Aceh Besar
Kabid Pendidikan Menengah, *zf*


Drs. Zakiah Fuadi
Pembina Tk.1

Nip. 19600610 198703 1 017

Tembusan :

1. Ketua Jurusan yang bersangkutan
2. Arsin



PEMERINTAH KABUPATEN ACEH BESAR
DINAS PENDIDIKAN
SMA NEGERI 1 DARUSSALAM

Jalan Lambaro Angan Desa Lambaro Sukon Kec. Darussalam Kab. Aceh Besar. E Mail : sma1darussalam@yahoo.com

Nomor : 424/105/2015

Lampiran : -

Hal : Telah melaksanakan penelitian Bahasa Inggris

Darussalam, 04 Desember 2015

Kepada YTH,

Dosen Mata Kuliah

Bahasa Inggris

Di_

Tempat

Meninjau lanjuti surat Wakil Dekan Universitas Islam Negeri Ar-Raniry Banda Aceh Nomor : Un.08/FTK1/TL.00/8649/2015, tentang izin penelitian mata kuliah Bahasa Inggris, maka dengan ini kami menerangkan bahwa:

Nama : Dewi Rahmayanti

Nim : 231 121 242

Jurusan : Pendidikan Bahasa Inggris

Bahwa yang tersebut nama di atas telah melakukan penelitian pada SMA N1 Darussalam Kabupaten Aceh Besar pada tanggal 02 Desember s/d 04 Desember 2015. Dengan judul "**LEARNING ENGLISH THROUGH STUDY GROUP TECHNIQUE (A CASE AT SMA N 1 DARUSSALAM)**".

Demikian surat ini kami buat agar dapat dipergunakan seperlunya.

Darussalam, 04 Desember 2015
Kepala Sekolah

Dra. Husna Husen, M.Pd
Nip. 19670627 199702 2 001



LEMBAR WAWANCARA GURU

(Adapted from Keritha McLeish, 2009)

1. Banyak yang meyakini bahwa siswa lebih nyaman belajar dengan strategi “teacher-centered”. Bagaimana dengan kelas Bapak/Ibu? Adakah permasalahan yang serupa?
2. Jika ada, adakah strategi khusus yang Bapak/Ibu terapkan untuk mengantisipasi masalah ini?
3. Apakah Bapak/Ibu mengetahui istilah “study group technique”? dan bagaimana dengan istilah “cooperative learning”?
4. Manakah yang lebih Bapak/Ibu sukai, mengajar dengan menerapkan aktivitas-aktivitas berkelompok (group activity) atau belajar mandiri (individual learning)?
5. Seberapa seringkah Bapak/Ibu menerapkan aktivitas-aktivitas berkelompok (group activity) di dalam kelas?
6. Adakah kegiatan belajar-mengajar dengan menerapkan metode belajar berkelompok membuat kelas lebih aktif dan menyenangkan?
7. Adakah peningkatan dalam hasil belajar siswa selama mereka belajar secara berkelompok?
8. Bagaimana Bapak/Ibu mengatur siswa untuk belajar berkelompok?
9. Apa kendala terbesar yang Bapak/Ibu dapatkan selama proses belajar-mengajar dengan menerapkan metode belajar berkelompok?

TERIMA KASIH

Classroom observation



Teacher is preparing students to study in groups.

Representative of the group is representing the work.



Teacher's interview



The interviewer is interviewing the teacher.

Student's interview

The interviewer is interviewing the student.

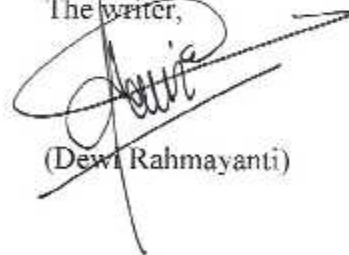


AUTOBIOGRAPHY

Name : Dewi Rahmayanti
Place/Date of Birth : Peudada/February 28th, 1993
Religion : Islam
Sex : Female
Nationality/Ethnic : Indonesia/Aceh
Marital Status : Single
Occupation : Student
Address : Jl. Rahmat II Gampok Limpok, Aceh Besar
E-mail : Dewirahmayantihhasbi@gmail.com
Parents' Name
- Father : Hasbi Abdullah
Occupation : Pensioner of Civil Servant
- Mother : Maryana
Occupation : Civil Servant (Teacher)
Address : Gampong Mns. Tambo, Kec. Peudada Kab. Bireuen
Educational Background
a. Elementary School : MIN Peudada No. 1, graduated: 2005
b. Junior High School : MTSN Peudada No. 1, graduated: 2008
c. Senior High School : SMAN No. 1 Bireuen, graduated : 2011
d. College : Department of English Education, Faculty of Tarbiyah and Teacher Training of Ar-Raniry State Islamic University Banda Aceh, graduated: 2016

Banda Aceh, 26th January 2016

The writer,



(Dewi Rahmayanti)