THE EFFECT OF COLLABORATIVE LEARNING MODEL ON STUDENTS' LEARNING ACHIEVEMENT

THESIS

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POTENSI PEMBIAYAAN UMKM DENGAN SISTEM *PEER TO PEER LENDING* SYARIAH DI ACEH

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ABSTRACT

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Keywords : Teaching Method; Collaborative Learning Model; Achievement

This research was aimed to find the result of using the collaborative learning model on students' learning achievement. The writer conducted a research at SMA Negeri Unggul Sigli. The sample of the research was class X-A (as an experiment class) and class X-B (as a control class). The number of them was 20 students for each group. The writer conducted experimental teaching and tests (pre-test and post-test) to collect the data. After collecting the data, the writer analysed the data. Based on the result of data analysis, the students of the experimental class achieved the improvement from 66,4 (pre-test) to 79,1 (post-test) while the control class result only showed a slightly improvement from 65 (pre-test) to 72,5 (post-test). Also, t-test value got the score; 2,75. This t-test value was higher than the t-table; 2.0. So, finally it can be seen that 2,75 > 2.0 It could be concluded that using the collaborative learning model as a teaching method in the classroom activity successfully improved the students' achievement. So, the teacher of the school may use this teaching method in improving the students' achievement in learning English.

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CHAPTER I

INTRODUCTION

A. Background of Study

Education is crucial and plays a vital role in a nation's development and growth. It leads to knowledge and awareness. Therefore, education is the fundamental thing that a person must have. Education is conducted consciously and purposefully in order to develop the potential that exists in a person, such as knowledge, intelligence, morals, and so on. This is consistent with the concept of education provided by Law Number 20 of 2013 governing the national education system, which states:

"Education is a conscious and deliberate effort to create an atmosphere of learning and learning process so that learners are actively developing their potential to have the spiritual power on religion, self-control, personality, intelligence, noble character, and acquiring necessary skills for the society and nation".

With the fast advancement of science and technology in this globalization era, competition in the education sector emerges. According to Darsono (2000) One strategy that must be addressed is to improve educational quality. When discussing educational quality, it is impossible to separate teaching and learning activities, the most essential activities in schools. Therefore, success or failure of achieving educational goals is depends on how a student experiences the learning process.

In the teaching and learning process, there are several factors that determine

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whether a learning process is successful or not. According to Muhibbin Syah (2011), these components include internal factors (factors within students), external factors (factors outside of students), and learning approach factors. Internal factors are the physical and spiritual conditions of the students, external factors are the environmental conditions around the students. While the learning approach is the strategy and methods applied in teaching and learning activities (Slameto, 2003 in NurisShobah 2018).

Ramayulis (2002 cited in SitiAminah 2017) mentioned that learning is an individual process to obtain better behavior as a result of individual experiences in interaction with the environment. Behavioral changes as a result of learning can occur through listening, reading by following the directions, observing, thinking, living, imitating, practicing or trying it yourself with teaching or practice. This approach is equally applicable for learning languages such as English. English is known as world language that uses in all spheres of social life (Singh, 2016). Global competition also requires people to be able to communicate in English. As a result, the number of people learning English continues to increase.

Learning a foreign language is challenging since the students come from various backgrounds. As a consequence, teachers have to provide an ideal learning environment for their students. The learners are therefore encouraged to study more and give greater attention to their studies, allowing them to meet the learning objectives as required. According to Rao (2019), the primary responsibility teacher is to motivate students to pursue their studies by implementing various learning methods. Furthermore, teachers must offer a range of creative teaching

methodologies and approaches to help students achieve better learning achievement. The success of L2 learners is influenced by their learning model (Castro & Peck, 2005). The learner's profile of how they typically interact with and respond to their learning environment is known as their learning style (Moenikia & Babelan, 2010).

Collaborative learning is one of the strategies that students use to learn new skills, including languages. This strategy is used to acquire subjects quickly and in a systematic manner. A study by Rao (2019) highlighted the advantages of collaborative learning and how it is useful in English language classrooms. Furthermore, the significance of collaborative learning and the roles of teachers and students in collaborative learning are well articulated.

Risnawati (2008 cited in Nuraini 2013) stated that collaborative learning model is a group learning process where each group contributes ideas, attitudes, opinions, abilities and skills, to mutually improve understanding of the entire discussion division, unlike in the study groups we know which cause only students certain who understand certain material. Moreover, collaborative learning is a form of group learning during which two or more students in a class work together and share workload equitably to complete assignments that are intentionally created to meet the student learning outcomes of the class (Barkley, Major, & Cross, 2014).

In addition, collaborative learning is rooted in two learning theories: one is social constructivism by Vygotsky (1978) stating that knowledge is constructed by socially interacting with other individuals; another is the observational learning theory by Bandura (1977) stating that knowledge is gained by imitating and

modeling other individuals. By implementing collaborative learning, instructors engage three of the seven principles for good education practices suggested by Chickering and Gamson (1987): encouraging student faculty contact, facilitating cooperation and learning among students, and active learning. Implementing collaborative learning in the classroom puts an instructor in a position of a facilitator and a guide of learning rather than a deliverer of knowledge, and it put students in charge of their learning (Flannery, 1994).

Interestingly, several studies on collaborative learning methods showed that this approach had influence on students' learning achievement on various subjects. A study entitled "Application of Collaborative Learning Models with Quantum Learning Strategies in Improving Biology Learning Outcomes" conducted by Danik Margowati in 2009, focused on improving learning outcomes in subject biology. Another research by Djoko Apriono (2011) which studied "The Effect of Collaborative Learning on Learning Outcomes of Pancasila Education and Cooperation Skills in Students with Different Levels of Learning Motivation" was conducted. The research focused on learning outcomes and collaboration skills in students with different levels of different learning motivations. In another study entitled "The Influence of the Use of Collaborative Learning Models with Joyful Learning Approach on Chemistry Learning Outcomes of SMA Negeri 1 Kudus Students" conducted by Riska Ariastuti 2011. The research focuses on Chemistry Learning Outcomes in Senior high School students in Kudus.

Several previous studies on collaborative learning method were also examined the relationship between this method with student learning outcomes. However, in

this study, the researcher investigates the effect of collaborative learning model on student learning achievement in different social context. The population of this study is student in boarding school in Aceh with fewer students in a classroom. In addition, the subject under investigation is English.

In the majority of cases, successful learning happens when students collaborate to learn. Collaborative learning occurs when a group of two or more students work together to discuss a topic and complete a task. Group work helps students learn the teaching materials more effectively and gives opportunity for students to develop new abilities. When students intend to work in groups, they must divide the provided big task into small tasks, manage time, harness group members' abilities, collaborate, manage time, meet group learning requirements, settle disagreements, and establish consensus. These abilities will be extremely beneficial to the students not just in their collaborative workplaces, but also in their future careers (Rao, 2019).

Effective group work should be properly designed in order to attain certain learning goals. Certain learning objectives, such as teachers' ongoing assistance during the process, the formation of clear learning outcomes and the students' expectations, and clearly written directions, are required for effective group work (Rao, 2019). Specifically, Arta (2018) highlight that some benefits of collaborative learning in developing speaking skill and is recommended to be implemented in the teaching and learning of English speaking skill. He added that there are three main benefits of collaborative learning whose implementation can reduce language anxiety, raise students' participation, and increase students' self-confidence. These

benefits closely related to learning achievement.

The intended learning outcome is often high and optimal learning achievement. According to Abdullah (2008), learning achievement is the level of success of students in studying subject at school, reflected in the form of scores received from test results about specific outcomes. Hamdani (2011) defines learning achievement as the result of an activity that has been done, performed, both individually and in groups. Achievements will not be gained unless someone engages in activities. To conclude, learning achievement is the outcome that is expected when a person learns (Tafsir, 2008). Achievement was once thought to be the most important outcome of formal educational experiences and while there is little doubt as to the vital role such achievements play in student life and later (Kell, Lubinski, &Benbow, 2013).

Senior High School Unggul Sigli is a public school that has a vision to create outstanding students who have high learning achievements. In the initial interview with the teachers at the school, it was known that the collaborative learning approach was often used in the learning process. However, there has been no evaluation to assess the effectiveness of this approach and its effect on student achievement. Therefore, researcher is interested in conducting research at this school to investigate the effect of collaborative learning model on students' learning achievement at Senior High School Unggul Sigli.

B. Research Question

Does the collaborative model affect student learning achievement?

C. Research Aim

This study aim to examine the effect of the collaborative model on student learning achievement.

D. Hypothesis

The hypothesis for this study is formulated as follow:

Ho: The use of collaborative model does not effect students learning achievement

Ha: The use of collaborative model effect students learning achievements

By implementing a collaborative model in teaching English for students at SMA Negeri Unggul Sigli, Pidie, it is expected that the students can improve their score in learning English.

E. Significant of Study

1. Theoretical Benefits

   This research is expected to provide theoretical benefits, at least it can be useful as a contribution of thought for the world of education.

2. Practical Benefits

   a. The Teacher

      For teachers, it provides information about the benefits of using collaborative models to improve student learning achievement and can increase the effectiveness of the learning process in the classroom.

   b. The student

      For students, this research is expected to provide new insights for them in learning using exciting and interesting method, which is collaborative

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model to enhance Students achievement.

F. Terminology

Terminology refers to an explanation of keywords that related to the title in the research. This section is necessary to make the research is clear, understandable, to avoid misunderstanding and misinterpretation. Some terms used in this research will be defined as follow;

1. Collaborative

According to Risnawati (2008) in Nuraini (2013) the Collaborative Learning method is a group learning process where each group contributes information, experiences, ideas, attitudes, opinions, abilities and skills, to jointly improve mutual understanding of all parts of the discussion. Collaborative learning is a form of group learning during which two or more students in a class work together and share workload equitably to complete assignments that are intentionally created to meet the student learning achievement of the class (Barkley, Major, & Cross, 2014). Collaborative learning is rooted in two learning theories: one is social constructivism by Vygotsky (1978) stating that knowledge is constructed by socially interacting with other individuals; another in the observational learning theory by Bandura (1977) stating that knowledge is gained by imitating and modeling other individuals.

2. Learning Achievement

Learning achievement is about how success the students can master the materials of the learning object. According to Chien (1987) in DewiGinaib

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(2018) "learning achievement is the acquisition of knowledge or skills that are developed by subject matter, usually indicated by test scores or numerical value is assigned by teachers". In short, learning achievement is target measured by competences of the students in learning which are shown by score as a sign and score is not a final expectation. So, learning achievement is the level of student success in learning the subject matter in schools that are expressed in the form of scores obtained from the results of tests on a particular subject matter.

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CHAPTER II

LITERATURE REVIEW

This part will explain the relevant theories used in this study. This chapter discusses the following subtopics: collaborative model and students outcomes.

A. Collaborative Models

According to Roestiyah N.K. (2001: 1), teaching methods are also interpreted as a teacher technique to teach or present lesson material to students in the classroom, so that the lesson can be captured, understood, and well used by students. According to Made Wena (2011: 2), strategy or learning method means the way or art of using all sources learning in student learning efforts. Hamdani (2011: 81), conclude that the teaching and learning process is a process of educative interaction between teachers that creates an atmosphere of learning and students who respond to effort the teacher. The learning method set by the teacher should be allows students to learn a lot through the process (learning by process), not only learn product (learning by product). Product learning only emphasizes in terms of cognitive, while learning the process can enable the achievement of learning objectives in terms of cognitive, affective, and psychomotor. Therefore, learning must be directed to achieve these goals, namely more emphasizes learning through the process because what is important in teaching is not the teacher's effort to convey learning material, but rather how students can learn learning materials in accordance with the objectives.

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The use of the right method will also determine the effectiveness and learning efficiency. Learning needs to be done with a few lectures and teacher-centered methods, as well as more emphasis on interaction learners. The use of various methods will be very helpful for participants students in achieving learning objectives so that the learning method must selected and developed to increase participants' activity and creativity educate.

Based on the description above, it can be concluded that the learning method is the method used by the teacher to present the material and grow interaction in the learning process with the aim that students are motivated in learning and can increase their activities and creativity so as to achieve expected competencies, both in terms of cognitive, affective, and psychomotor.

1. Definition of Colaborative

   According to Made Wena (2011: 2), learning strategy or method means a way or art to use all learning resources in student learning efforts. Ted Panitz (1996 cited in Nuris Shobah 2018) in his article explains that learning is a personal philosophy, not just a classroom learning technique. According to him, collaboration is a philosophy of interaction and a lifestyle that makes collaboration as an interaction structure designed in such a way as to facilitate collective efforts to achieve common goals.

   Collaborative learning is an educational approach to teaching and learning that involves groups of learners working together to solve a problem, complete a task, or create a product. Collaborative learning is based on the idea that

learning is a naturally social act in which the participants talk among themselves. It is through the talk that learning occurs (Hari Srinivas, 2012: 1)

Barkley, Cross and Major (2012: 5), explain that in collaborative learning, a learning strategy is applied with a number of students as members of a study group and each member of the group must work together actively to achieve the goals that have been determined in a structured activity, so that a meaningful learning process occurs. Based on this opinion, it can be concluded that collaborative learning is learning that involves students in a group to build knowledge and achieve shared learning goals through social interaction under the guidance of educators both inside and outside the classroom, so that meaningful learning occurs and students will mutually appreciate the contributions of all group members.

Collaborative learning is a learning method in which small groups whose members have equal standing collaborate to attain common goals, to perform common tasks and to evaluate common outcomes; through this process, they learn social and collaborative skills (Johnson & Johnson, 1986; Slavin, 1995). The ingredients of successful collaborative learning are the active interaction of group members, positive interdependency, and a strong sense of individual responsibility (Johnson & Johnson, 1986)

According to Warsono and Hariyanto (2012: 50), a learning includes collaborative learning if the group members are not certain or predetermined, can consist of two people, several people or even more than seven people. Furthermore, Wasono and Hariyanto (2012: 51), suggest that collaborative

learning can occur at any time, not necessarily at school, for example a group of students help each other in doing homework, even collaborative learning can take place between students from different classes or from different schools. In conclusion, collaborative learning can be informal, that is, it does not have to be carried out in the classroom and learning does not need to be strictly structured.

Elizabert (2014: 6) mentioned that collaborative learning is a combination of two or more students who work together and share the workload equally while, slowly, realizing the desired learning outcomes in collaborative learning students learn in groups or in pairs to achieve goals. of learning (Barkley, 2007, p. 4). In each learning group, students collaborate or share with one another (More Knowledgeable Others).

According to Melvin (cited in Risnawati), when students study with friends instead of by themselves, they receive emotional and intellectual support that enables them to go beyond their now held knowledge and skills. Furthermore, Jeremo Bruner (2005 cited in Mel Silberman), states that his famous book Toward a Theory of Instruction includes the social aspect of the subject of study. He spoke of "a fundamental human impulse to interact with others and work together to accomplish goals, which is known as reciprocity (reciprocal relationship)". Bruner adds that the instructor might use reciprocity as a source of motivation to energize learning activities.

According to Sardiman A.M. (2011: 95 & 101) in his book entitled "Teaching and Learning Interaction and Motivation", the learning achievement

achieved by students is not regardless of the form of activities carried out in learning, because in the principle of learning is to act to change behavior by do activities. In other words, there is no learning process without it activity. Student activities in learning are classified as follows: a) Visual activities which include reading, experimenting, paying attention, demonstration; b) Oral activities such as stating, formulating, asking, answer questions, give suggestions, express opinions, interview, discussion; c) Listening activities, such as listening to descriptions, conversations, discussions, music, speeches; d) Writing activities such as writing reports, essays, questionnaires, copy; e) Drawing activities such as drawing, graphing, maps; f) Motor activities such as experimenting, constructing, playing, gardening, raising livestock; g) Mental activities such as remembering, analyzing, seeing relationships, make decisions; h) Emotional activities such as being interested, feeling bored, excited, excited, excited, brave, calm, nervous.

Hari Srinivas (2012: 1) state that there are five approaches to collaborative learning, namely: a) learning is an active process in which students assimilate information and relate new knowledge to the framework of their previous knowledge; b) learning requires challenges that open the door for students to be actively engaged with their groups, and to process and synthesize various information rather than just remembering and swallowing it raw; c) learning will develop well in a social environment where there is a conversation between students; d) students will benefit greatly from learning because they get a wide range of information from different points of view; e) in a collaborative

learning environment, each student feels challenged, both socially and emotionally because of listening to different perspectives, which requires the provision of articulation of his ideas as well as various efforts to defend. Collaborative learning is not just a group of students working in one group, so not all group work can be considered collaborative learning.

Hari Srinivas (2012: 1) also added that there are five elements that must be met in collaborative learning, including: a) positive interdependence, that is, each group member is bound to work together in achieving goals. If any member fails to do his or her part, then all members will be affected; b) individual responsibility, namely all students in the group are responsible for doing the tasks that are their own part and mastering all the material that must be studied; c) face-to-face interaction, that is, although each group member does his or her part of the task individually, some tasks must be done interactively with other members by providing reasoning, input, and conclusions related to the material being studied and more importantly they can interact with each other. teach and support; d) application of collaboration skills, where students are encouraged and assisted to develop a sense of trust, leadership, decision making, communication, and skills in managing conflict; e) group process, in which group members determine group goals, periodically assess what they have done as a group, and identify changes that must be made in order to carry out further tasks more effectively.

The steps in the application of the Collaborative Learning Method according to Barkley, Cross and Major (2012: 45-140) consist of five steps,

namely a) orienting students; b) forming study groups; c) compiling learning assignments; d) facilitate student collaboration; and e) assessing and evaluating collaborative learning that has been implemented.

According to Perkins, collaborative learning is learning that is carried out by students together, then solving a problem together and not learning individually, this learning shows the distribution of intelligence between one student to another or vice versa during the collaborative learning process takes place.

Based on the theory presented, it can be understood that collaborative learning method is a learning groups whose learning process is carried out together. Where between students will contribute ideas, opinions, share information and take responsibility for solving problems problem. So that communication can be established completely and fairly, create an attitude of mutual respect and appreciation during the process collaborative learning takes place. The steps of the Collaborative Learning Method are as follows:

1. Before the teacher presents this Collaborative Learning method, students First, an explanation and instructions about the method are given Collaborative Learning and things to do by students.
2. The teacher explains the content of the material for half an hour of class.
3. The teacher divides the students into several groups of 5-6 person.
4. The teacher gives worksheets to each group, then they solve problems together.
5. Each group is responsible for providing understanding to fellow group

members.

6. Then each group that already understands present it in front of the class explaining to the group who don't understand.
7. If there is a group that does not understand the task given, then the group that can complete the task explains to group that did not understand earlier.
8. At the end of the study session students are given an assignment for each groups to understand the material to be taught next meeting.
9. The next meeting, if anyone doesn't understand, then friends who already understand or understand explain to friends who don't understand.

Furthermore, as for the steps of the collaborative method according to Muhammad Thobroni are as follows:

1. Students in groups set learning goals and share individual tasks.
2. All students in the group read, discuss, and write.
3. Collaborative groups work in synergy to identify, demonstrate, research, analyze, and formulate answers to assignments or problems in the LKS or problems that found alone.
4. After the collaborative group agrees on the results of the solution problem, each student writes their own report completely.
5. The teacher appoints one group at random (hereinafter it is sought so that all groups get a turn to the front) to make a presentation of the results of their collaborative group discussions at in front of the class, students

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in other groups observe, observe, compare the percentage results, and respond. This activity is carried out for approximately 20-30 minutes.

6. Each student in the collaborative group does elaboration, inference, and revision (if necessary) of the report to be collected.
7. Each student's report on the tasks that have been done collected and compiled per collaborative group.
8. Student reports are corrected, commented on, graded, returned to next meeting, and discussed.

This research is relevant to research conducted by Fitri Ambarwati, the Universitas Islam Indonesia, in 2017 with the title The Influence of Collaborative Learning Methods on Student Learning Outcomes in Class VIII Islamic Religion Subjects of SMP Negeri 1 Magelang. The results of the study show that the application of collaborative learning influences student achievement (learning outcomes). In addition, students also play an active role in the teaching and learning process.

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Collaborative learning can provide opportunities to lead to successful learning practices. Collaborative learning involves the active participation of students and minimizes differences between individuals. Collaborative learning has added to the momentum of formal and informal education from converging forces, namely:

a. Practical realization, that life outside the classroom requires collaborative activities in real life in the world.

b. Foster social awareness to realize learning.

Collaborative learning helps direct active learning. Learning is influenced by several factors, but the factors that affect learning can be classified into two factors:

a. Internal factors

Internal factors are physical, psychological, and student fatigue factors.

b. Ekternal Factors

External factors are family, school, and community factors.

B. Learning Achievement

1. Definition of Learning Achievement

Syaiful Bahri Djamarah stated that achievement is outcome of activity which has been done, created, or shaped, either individually or in group (Djamarah, 1994). According to Adi Negoro (1980), achievement is everything we do successfully then it reveals the proficiency of one nation. Whereas Purwadarminto stated, achievement is the outcome of something we achieve.

Achievement is important thing to measure how far our effort and sill can be reach. It I a result of our activity which we have done, especially in learning. Hornby (1995) said Achievement is thing done successfully, especially with effort and skill. Achievement is the act of achieving or performing, an obtaining by exertion, effort and skill successfully.

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According to Kevin Barry and Len King (1998) in Dwi Gitawati (2010) achievement is considered as the drive and energy students bring to school work in desire to make progress in their learning and achievement. It means achievement is the result that students obtain after following a teaching learning process in certain period of time. As such, the concept of achievement is critical to effective teaching.

Learning achievement are the results of students' efforts obtained as long as students receive a learning experience that will provide a change from something that is not good to something better. These changes include changes in the cognitive, affective, and psychomotor domains.

a. The cognitive domains are knowledge, comprehension, application, analysis, synthesis and evaluation.
b. Affective domains are receiving, responding, valuing, organization, characterization.
c. The psychomotor domain includes initiatory, pre-routine, and routinized.

Based on the definitions above, it very well may be perceived that learning results are changes in conduct that happen in understudies which are set apart by specific qualities because of learning exercises. Changes in the conduct of understudies incorporate intellectual, emotional, and psychomotor fields. Learning results can be estimated and surveyed after understudies learning exercises.

There are several factors that can affect learning achievement, which can be grouped into external and internal factors (Bandono & Samino, 2015; Hamalik, 2011; Mahmud, 2001; Slameto, 2010; Syah, 2013). The external factors include educational facilities and infrastructure.

Learning achievements are the ultimate goal of implementing learning activities in schools. Learning achievement can be improved through conscious efforts that are carried out systematically leading to positive changes which are then called the learning process. The end of the learning process is the acquisition of a student learning achievement. Student learning achievement in class are collected in the set of class learning achievement. All learning achievement are the result of an interaction of act of learning and act of teaching. From the teacher's point of view, the act of teaching ends with the process of evaluating learning achievement, while from the student's side, learning achievement are the end of the fragment and the culmination of the learning process (Dimyati and Mudjiono, 2009: 3).

According to Sudjana (2010: 22), learning outcomes are abilities possessed by students after receiving learning experiences. Wahidpur, et al. (2010: 18) explains that a person can be said to have succeeded in learning if he is able to show a change in himself. These changes include in terms of their thinking abilities, skills, or attitudes towards an object.

According to Catharina Tri Anni (2002:4) learning outcomes are changes in behavior that are obtained by students after experiencing learning activities. Learning outcomes are also abilities obtained by students after going through

learning activities (H. Nashar, 2004:77). Learning achievement are changes from personal input in the form of motivation and hope to succeed and input from the environment in the form of design and management (Keller in H. Nashar 2004:77). A person can be said to have learned something if there has been a change in himself, but not all changes have occurred. So, learning outcomes are the achievement of learning goals as a product of the learning process, so learning outcomes can be obtained.

This research is also relevant to research conducted by Yulianti Ode, State University of Gorontalo, in 2017 with the title The Effects of Collaborative Learning on Student Learning Outcomes in the Nomenclature of Chemical Compounds at SMA Negeri 1 Telaga Biru. Based on statistical analysis, the results of the study showed that the t_{count} was 20.59 which was greater than the t_{table} of 2.02. It can be concluded that there is an effect of collaborative learning on student learning outcomes in the nomenclature of chemical compounds.

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CHAPTER III

RESEARCH METHODOLOGY

Research methodology can be interpreted as a scientific way to obtain valid data with the aim of being able to find, develop, and prove certain knowledge so that in turn it can be used to understand, solve, and anticipate problems (Sugiyono, 2010).

Research methodology is defined by Leedy & Ormrod (2001) as “the general approach the researcher takes in carrying out the research project”. According to Denzin and Lincoln (2005) a research methodology or strategy is determined by the nature of the research question and the subject being investigated.

The method used in this research is the experimental research method. According to Arikunto (2002 Nofi Yani 2017) "experimental research is a way to find a causal relationship or two factors that are intentionally caused by researchers by eliminating or reducing or setting aside other factors that can interfere".

This chapter described the procedure of conducting the study, starting from research design, population and sample, method of data collection, to method of data analysis.

A. Research Design

This study will employ quantitative approach, because it emphasizes the analysis of numerical data that is processed by statistical methods. As for what the authors mean by quantitative research is "Research that is focused on the study of objective phenomena to be studied quantitatively (Musfiqon, 2012). The type of

data is quantified in numerical form and analyzed using statistics. While the nature of this research is a correlation. Correlation research is a relationship between two or more variables.

Based on the above definition, it can be understood that quantitative research is research that focuses on an objective study then using a statistical formula to prove the hypothesis and data.

In conducting this research, I used a quasi-experimental design. According to Cohen, Manion, and Morrison (2007), the quasi-experimental design establishes a cause-and-effect relationship between independent and dependent variables. Moreover, I used classroom action research to gather data in detailed information. I used the pretest, and post-test, in both experimental and controlled classes in the classroom. The research design was presented as follow:

Table 3.1

The Illustration of Pre-Test and Post-Test Design in Both Experimental and Control Class

Group	Pre-Test	Treatment	Post-Test
E	0_1	X	0_2
C	0_1	-	0_2

Where:

0_1 : Pre-Test

$0_{2'}$: Post-Test

E : Experimental Class

C : Control Class

X : Treatment

B. Population and Sample

1. Population

The population is the whole research subject. The population is all members of a group of humans or objects that live together in one place and are planned as the target of a study. Sugiyono (2014, p. 119) say that population is a part of generalization that consists of subjects or objects that have certain qualities and characteristics set by the writer itself to be studied and followed by drawing the conclusions. Therefore, the population in this study are 60 students at the first grade in SMA Negeri Unggul Sigli.

SMA Negeri Unggul Sigli is a boarding school that located at Jl. Tibang-Kr. Raya, Pidie, Aceh. This school is one of the best schools in Pidie, which has won many achievements in science, language and others.

2. Sample

Sample is a part of population which will to be analyzed. Sample must be representative as one is to be able to generalize with confidence from the sample to population. “A sample must be representative to a population”. Sample is a group of a population” (Arikunto, 2006, p. 109). It means that good sample must be representative of the entire as possible, so that the generalization of the sample of this research.

In this research I used purposive sampling to select the participant. According to Dana P. Turner (2020), purposive sampling is a sampling technique that is used when researchers already have individuals target with appropriate characteristics to the research.

Table 3.2

Table of Population

Number	Class	Population
1	X A	20
2	X B	20
3	X C	20
TOTAL		60

The sample used in this study was class X-A with 20 students as the experimental class using the strategy collaborative learning and class X-B with a total of 20 students as a control class that uses conventional learning strategies / learning as usual.

C. The Instrument of Data Collection

In this research, I used pretest, post-test in experimental and control class. According to Arikunto (2009) test is a systematic and objective tool or data or information about a person, in a way that can be said to be precise. The tests were taken before and after treatment. The type of this test used multiple choices. It was administered (pre-test) on the first day of the meeting to measure the students' ability before treatment. Moreover, I administered the post-test to see the final score and determined the differences in the students' scores before and after the treatment.

D. Methods of Data Collection

Data collection techniques can be taken in various ways, in this study two techniques were used in data collection, namely the documentation method and the test method. The following is an explanation of data collection techniques:

The research was conducted in four meetings, with two meetings for treatment and two meeting for pre-test and post-test. The students were divided into two groups: the experimental and control groups. In this research, both classes were given the same pre-test and post-test, held on the same day but at a different time. The treatment given to both classes was differentiated into two kinds of treatment. The control group was given task-based instructions, while the experiment class worked in groups. In the experimental group, the researcher conducted the research. The class's experimental teaching process was based on using a collaborative learning model.

1. Teaching Process (collaborative learning model)

   The research was conducted in four meetings, with two meetings for treatment and two meetings for pre-test and post-test. The students were divided into two groups, the experimental class and the control class. In this research, both classes were given the same pre-test and post-test, held on the same day but at different times. The treatment given to both classes was differentiated into two kinds of treatment. The control group studied with the conventional model (teacher center), while the experiment class worked in groups. In the experimental group, the researcher conducted the research.

Based on the class's experimental teaching process using a collaborative learning model.

Figure 3.1 Picture of Teaching Process

a. First Meeting

In the first meeting, the writer greeted the students, introduced herself to the students, then recited a dua before the study, and the writer checked the attendance list students. Learning activities in the experimental class begin with student orientation activities, namely by introducing the learning that will be carried out, what will be done, and what tasks will be carried out in the learning process later, as well as evaluating what will be done after the learning process. The next activity after student orientation is the formation of study groups consisting of 5-6 students, which is formed by taking the lot number. The next activity is the preparation of learning assignments. The most important element in developing a collaborative learning situation is to design an appropriate learning task and develop procedures to actively involve students in carrying out the task. The agreed task is to jointly look for material on linguistic elements, the structure and example about narrative texts as discussion material at

the next meeting. Materials may be collected from books, articles, the internet, and so on. At the next meeting, students are required to bring the material that has been sought so as not to experience difficulties during the discussion. Before the class ends, the writer gives them the pre-test. After that, the writer gave appreciation for their work. At the close activities, the writer concluded the lesson of that day and closed with recited a dua after study.

b. Second Meeting

Collaborative learning activities in the experimental class on the second day began with the collection of group assignments, namely the task of finding material. After that, students discuss the material according to the task in groups so that students better understand and help each other understand the material. Next, students compose a narrative text. The task must also be completed and will be presented in front of the class at the next meeting. In this discussion process, the teacher acts as a facilitator by helping students in discussions by interacting with their groups, solving problems, choosing reporting techniques, and helping groups complete the work to the final stage.

c. Third Meeting

In this meeting, students will present their group's work in front of the class. In this session, students in other groups gave responses and assessments of the narrative text that was presented, and the teacher remained the facilitator. After all, groups appear, the teacher provides

feedback about the learning process and, together with students, concludes what they learned today.

d. Fourth Meeting

At the end of the collaborative learning process, a posttest is carried out in the form of multiple-choice questions totaling ten questions with topics studied during the learning process.

2. Teaching Process (control class)

a. First Meeting

In the first meeting, the writer greeted the students, introduced himself to the students, then recited a two before the study, and the writer checked the attendance list of students. Learning activities begin with the preparation stage, namely by conveying to students the expected competencies at the meeting. At the first meeting, students are expected to complete basic competencies. First, the teacher prepares materials about the narrative text delivered to students through lectures. Sources of material used can come from books and other references such as articles and the internet.

Furthermore, the author gives a pre-test regarding the material to be studied within the agreed time. After that, the writer gave appreciation for their work. At the close activities, the writer concluded the lesson of that day and closed with recited a dua after study.

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b. Second Meeting

At this meeting, the author will explain the narrative text material that has previously been collected from various sources, such as articles, the internet, etc. After delivering the material in a lecture, they continued by asking students questions about the material that had been delivered. This is done to stimulate student responses and help students remember the material. If the student's response is good enough, proceed to the next indicator until everything is fulfilled. The last stage in the conventional learning process in the control class is the closing stage. Closing the learning process is done by guiding students to conclude the material that has been delivered. It is intended that students can remember the learning material.

c. Third Meeting

In this meeting, the teacher gave an example of a narrative text; after that, the teacher asked the students to compose a narrative text according to what they had previously learned. Next, students collected the results of their work from the teacher. At the end of the lesson, the teacher provides feedback and concludes today's lesson, and informed the activity in the next meeting.

d. Fourth Meeting

At the end of learning process, a posttest is carried out in the form of multiple-choice questions totaling ten questions with topics studied during the learning process.

E. Methods of Data Analysis

This study uses descriptive statistical analysis techniques. According to Sugiyono (2014) is one method of analyzing data by describing the data that has been collected, without making generalized conclusions (generalizations). In this technique, the value of the independent and dependent variables will be known. This analysis technique will provide an initial description for each variable in the study. In this research data analysis was performed after obtaining the result of the pretest and posttest. Then, I used the suitable statistical procedure in order to prove hypothesis such as range of data, interval class, spaces of interval class, mean, standard deviation, and t-score.

3. Range of Data

Range was the different score between the highest and the lowest. It was determined the pretest and posttest range score, so I used the formula as follow:

$$R = H_S - L_S$$

Where:

R : Range of data

H_s : The highest score

L_s : The lowest score

The amount of interval class can be found used formula below:

$$I = 1 + (3,3) \log n$$

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Where:

I : The amount of interval class

n : The amount of sample

c : Space of interval class

Therefore, the space of interval was:

$$P = \frac{R}{I}$$

Where:

P : Space of interval

R : Range of data

I : The/amount of interval class

Mean has been used to find out the entire sample's average. To understand the average, and used a formula as suggested by Hasan (2003), the formula was:

$$\bar{X} = \frac{\sum fixi}{\sum fi}$$

Where:

$\bar{X}$: Mean

fi : Frequency

xi : Middle score of interval class

fixi : The amount of multiplication between frequency middle score

Meanwhile, the standard deviation was a statistical formula described the total variation in the characteristic of the measured process. It calculated how individual measurements should be expected to deviate from the mean on

average. The higher the standard deviation was the more dispersion in the information of the method. The formula of standard deviation was followed:

$$SD^2 = \frac{\sum f\ (X-X)2}{N-1}$$

Where:

SD : Standard deviation

$\sum f$: The sum of frequency

X : Mean

$\sum X^2$: The sum of score squared

N : The number of samples

Then, I proposed the hypotheses. Moreover, I used the statistical test and t- score formula to determine the important differences between pretest and post-test. The formula used as suggested by Sudijono (2011), was follow:

$$t - score = \frac{\bar{X}^1 - \bar{X}^2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

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Where:

$\bar{X}^1$: Mean of the posttest

$\bar{X}^2$: Mean of the pretest

SD^1 : Standard deviation of posttest

SD^2 : Standard deviation of pretest

N : Total students

CHAPTER VI

FINDINGS AND DISCUSSION

This chapter display all result of the finding and the data analysis from the test and teaching process.

A. Research Finding

1. The Result of Test Experimental Class

In this study, the data was collected from two groups (the experimental and control group). Both groups were given a pre-test before the treatment and a post-test, which was the aim to know the students' achievement in learning English.

The result of pre-test and post-test in the experimental class can be seen as follows:

Table 4.1
The score of Pre-Test in the experimental class:

No	Initial of Student	Pre-Test
1	MRY	60
2	MR	70
3	MU	70
4	MRF	70
5	MAZ	70
6	BF	70
7	MGA	50
8	RM	60
9	FMR	70
10	MSF	60

11	SY	60
12	FA	70
13	RG	80
14	FM	60
15	DU	70
16	CHU	70
17	MK	60
18	AH	70
19	HM	70
20	NQ	70

50, 60, 60, 60, 60, 60, 60, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70, 70, 80

The highest score of the pretest on Experimental class is 80 and the lowest is 50. Therefore, the range of data is: $R = H_S - L_S = 80-50 = 30$. Therefore, the amount of interval class is:

$I = 1 + (3,3) \log n$

$= 1 + (3,3) \log (30)$

$= 1 + (3,3) (1,4)$

$= 1 + 4,6$

$= 5,6$

$= 6$

Therefore, space of interval class is:

$$P = \frac{R}{I}$$

$$= \frac{30}{6}$$

$$= 5$$

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Table 4.2
The Frequency of Mean Score of Pre-test in Experimental Class

Score	*fi*	*xi*	*fixi*
50-54	1	52	52
55-59	0	57	0
60-64	6	62	372
65-69	0	67	0
70-74	12	72	864
75-79	0	77	0
80	1	40	40
Total	**20**	**427**	**1328**

$$\overline{X} = \frac{\sum fixi}{\sum fi}$$

$$\overline{X} = \frac{1328}{20}$$

$$\overline{X} = 66{,}4$$

The table above shows the group frequency of means of pre-test in experimental class. It could be seen that in the experimental class students got 66,4 for mean score.

Table 4.3
The score of Post-Test in the experimental class:

No	Initial of Student	Post-Test
1	MRY	80
2	MR	90
3	MU	100
4	MRF	90
5	MAZ	100
6	BF	90
7	MGA	90
8	RM	80
9	FMR	90
10	MSF	90

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11	SY	70
12	FA	100
13	RG	100
14	FM	100
15	DU	90
16	CHU	100
17	MK	90
18	AH	80
19	HM	100
20	NQ	80

70, 80, 80, 80, 80, 90, 90, 90, 90, 90, 90, 90, 90, 100, 100, 100, 100, 100, 100, 100, 100

The highest score of the post-test on Experimental class is 100 and the lowest is 70. Thus, the range of data is: $R = H_S - L_S = 100 - 70 = 30$.

Therefore, the amount of interval class is:

$$I = 1 + (3,3) \log n$$
$$= 1 + (3,3) \log (30)$$
$$= 1 + (3,3) (1,4)$$
$$= 1 + 4,6$$
$$= 5,6$$
$$= 6$$

Therefore, space of interval class is:

$$P = \frac{R}{I}$$
$$= \frac{30}{6}$$
$$= 5$$

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Table 4.4
The Frequency of Mean Score of Post-test in Experimental Class

Score	*fi*	*xi*	*fixi*
70-74	1	72	72
75-79	0	77	0
80-84	4	82	574
85-89	0	87	0
90-94	8	92	736
95-99	0	97	0
100	7	50	200
Total	**20**	**557**	**1582**

$$\overline{X} = \frac{\sum fixi}{\sum fi}$$

$$\overline{X} = \frac{1582}{20}$$

$$\overline{X} = 79{,}1$$

The result shows that the mean scores of pretest and posttest in the experimental class were really different. In pretest, the mean score was 66,4. After being given the treatment, the mean score increased was 79,1. Based on the result above, it could be concluded that group frequency of mean score of posttests in experimental class was higher than pretest in experimental class.

2. The Result of Test Control Class

Table 4.5
The score of Pre-Test in the Control Class

No	Initial of Student	Pre-Test
1	MM	50
2	MHF	70
3	RA	70
4	MI	60
5	AH	70

6	RR	60
7	SHS	70
8	ZS	80
9	MA	50
10	MS	70
11	MTF	70
12	RK	70
13	MR	60
14	FA	60
15	NZ	70
16	NPS	50
17	PA	70
18	NA	60
19	SA	70
20	AZ	70

The highest score of the pretest on control class is 70 and the lowest is 40. Therefore, the range of data is: $R = H_S - L_S = 70\text{-}40 = 40$. Therefore, the amount of interval class is:

$I = 1 + (3,3) \log n$

$= 1 + (3,3) \log (30)$

$= 1 + (3,3) (1,4)$

$= 1 + 4,2$

$= 5,6$

$= 6$

Therefore, space of interval class is:

$$P = \frac{R}{I}$$

$$= \frac{30}{6}$$

$$= 5$$

Table 4.6
The Frequency of Mean Score of Pre-test in Cotrol Class

Score	*fi*	*xi*	*fixi*
50-54	3	52	156
55-59	0	57	0
60-64	5	62	310
65-69	0	67	0
70-74	11	72	792
75-79	0	77	0
80	1	40	40
Total	**20**	**427**	**1298**

$$\overline{X} = \frac{\sum fixi}{\sum fi}$$

$$\overline{X} = \frac{1298}{20}$$

$$\overline{X} = 64{,}9$$

$$= 65$$

The table above shows the group frequency of means of pre-test in control class. It could be seen that in the control class students got 65 for mean score.

Table 4.7
The score of Pre-Test in the Control Class

No	Initial of Student	Post-Test
1	MM	70
2	MHF	100
3	RA	70
4	MI	60
5	AH	70
6	RR	60
7	SHS	70
8	ZS	80
9	MA	70
10	MS	60
11	MTF	60

12	RK	70
13	MR	80
14	FA	60
15	NZ	70
16	NPS	80
17	PA	70
18	NA	60
19	SA	100
20	AZ	90

60, 60, 60, 60, 60, 60, 70, 70, 70, 70, 70, 70, 70, 70, 80, 80, 90, 90, 100, 100

The highest score of the post-test on Experimental class is 100 and the lowest is 60. Thus, the range of data is: $R = H_S - L_S = 100 - 60 = 30$. Therefore, the amount of interval class is:

$$I = 1 + (3,3) \log n$$
$$= 1 + (3,3) \log (40)$$
$$= 1 + (3,3) (1,6)$$
$$= 1 + 4,6$$
$$= 6,2$$
$$= 6$$

Therefore, space of interval class is:

$$P = \frac{R}{I}$$
$$= \frac{40}{6}$$
$$= 6,6$$
$$= 7$$

Table 4.8
The Frequency of Mean Score of Post-test in Control Class

Score	*fi*	*xi*	*fixi*
60-66	6	63	378
67-73	8	70	560
74-80	2	77	154
81-87	0	87	0
88-94	2	82	164
95-100	2	97.5	195
Total	**20**	**476.5**	**1451**

$$\overline{X} = \frac{\sum fixi}{\sum fi}$$

$$\overline{X} = \frac{1451}{20}$$

$$\overline{X} = 72{,}5$$

The result shows that the mean score of pretest and posttest in control class. In pretest, the mean score of pre-test in control class was 65 and post-test was 72,5.

By the result of both classes, it concluded that the improvement of the experimental class is greater than the control class. It means that the implementation of the collaborative learning model as a teaching method had effects the students' achievement in learning English. It answered the research question. In addition, this finding also proved that using a collaborative learning model enhanced students' achievement.

3. Standard Deviation of Experimental Class and Control Class

After calculating the result of mean score between pretest and posttest, then counted the standard deviation in both classes are presented:

Table 4.9
The Standard Deviation of Posttest in Experimental and Control Class

No	X	Y	*x*	*y*	$\overline{x2}$	y2
1	80	70	0.9	-2.5	0.81	6.25
2	90	100	10.9	27.5	118.81	756.25
3	100	70	-20.9	-2.5	436.81	6.25
4	90	60	10.9	-12.5	118.81	156.25
5	100	70	-20.9	-2.5	436.81	6.25
6	90	60	10.9	-12.5	118.81	156.25
7	90	70	10.9	-2.5	118.81	6.25
8	80	80	0.9	-12.5	0.81	156.25
9	90	70	10.9	-2.5	118.81	6.25
10	90	60	10.9	-12.5	118.81	156.25
11	70	60	-9.1	-12.5	82.81	156.25
12	100	70	-20.9	-2.5	436.81	6.25
13	100	80	-20.9	7.5	436.81	56.25
14	100	60	-20.9	-12.5	436.81	156.25
15	90	70	10.9	-2.5	118.81	6.25
16	100	80	-20.9	7.5	436.81	56.25
17	90	70	10.9	-2.5	118.81	6.25
18	80	60	0.9	-12.5	0.81	156.25
19	100	100	-20.9	27.5	436.81	756.25
20	80	90	0.9	17.5	0.81	306.25
∑	1810	1380	-64.6	-20	4094.2	3075

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Standard deviation of experimental class:

$$SD^2 = \frac{\sum f(X - X)2}{N - 1}$$

$$= \sqrt{4094,2} = 63,9$$

Standard deviation of control class:

$$SD^2 = \frac{\sum f(X - X)2}{N - 1}$$

$$= \sqrt{3075} = 55,4$$

4. The Distribution Value of T-test and T-table in Posttest between Experimental and Controlled Class

a. T-Score

$$\text{t-score} = \frac{x^1 - x^2}{\sqrt{\frac{SD_1^2}{n1} + \frac{SD_1^2}{n1}}}$$

$$= \frac{79,1 - 72,5}{\sqrt{(\frac{63,9}{20} + \frac{55,4}{20})}}$$

$$= \frac{6,6}{\sqrt{3,1+2,7}} = \frac{6,6}{\sqrt{5,8}} = \frac{6,6}{2,4} = 2,75$$

b. T-Table

For level of significance (D) = 0.05 Degree of freedom (df) = (N_1 +N_2) – 2 = (20 + 20) – 2 = 38

t = 2

Table 4.10

The Distribution Value of T-Table

	Level of Significance for Two-Tailed Test						
	0,2	**0,1**	**0,5**	**2**	**1**	**0,002**	**0,001**
Df	**Level of Significance for One-Tailed Test**						
	10	**5**	**2,5**	**1**	**0,5**	**0,0001**	**0,0005**
1	3, 078	6,314	12,706	31,821	63,657	318,309	636,619
2	1,886	2,920	4,303	6,965	9,925	22,327	31,599
3	1,638	2,353	3,182	4,541	5,841	10,215	12,924
4	1,533	2,132	2,776	3,747	4,604	7,173	8,610
5	1,476	2,015	2,571	3,365	4,032	5,893	6,869
6	1,440	1,943	2,447	3,143	3,707	5,208	5,959
7	1,415	1,895	2,365	2,998	3,499	4,785	5,408
8	1,397	1,860	2,306	2,896	3,355	4,501	5,041
9	1,383	1,833	2,262	2,821	3,250	4,297	4,781
10	1,372	1,812	2,228	2,764	3,169	4,144	4,587
11	1,363	1,796	2,201	2,718	3,106	4,025	4,437
12	1,356	1,782	2,179	2,681	3,055	3,930	4,318
13	1,350	1,771	2,160	2,650	3,012	3,852	4,221
14	1,345	1,761	2,145	2,624	2,977	3,787	4,140
15	1,341	1,753	2,131	2,602	2,947	3,733	4,073
16	1,337	1,746	2,120	2,583	2,921	3,686	4,015
17	1,333	1,740	2,110	2,567	2,898	3,646	3,965
18	1,330	1,734	2,101	2,552	2,878	3,610	3,922
19	1,328	1,729	2,093	2,539	2,861	3,579	3,883
20	1,325	1,725	2,086	2,528	2,845	3,552	3,850
21	1,323	1,721	2,080	2,518	2,831	3,527	3,819
22	1,321	1,717	2,074	2,508	2,819	3,505	3,792
23	1,319	1,714	2,069	2,500	2,807	3,485	3,768
24	1,318	1,711	2,064	2,492	2,797	3,467	3,745
25	1,316	1,708	2,060	2,485	2,787	3,450	3,725
26	1,315	1,706	2,056	2,479	2,779	3,435	3,707
27	1,314	1,703	2,052	2,473	2,771	3,421	3,690
28	1,313	1,701	2,048	2,467	2,763	3,408	3,674
29	1,311	1,699	2,045	2,462	2,756	3,396	3,659
30	1,310	1,697	2,042	2,457	2,750	3,385	3,646
31	1,309	1,696	2,040	2,453	2,744	3,375	3,633

32	1,309	1,694	2,037	2,449	2,738	3,365	3,622
33	1,308	1,692	2,035	2,445	2,733	3,356	3,611
34	1,307	1,691	2,032	2,441	2,728	3,348	3,601
35	1,306	1,690	2,030	2,438	2,724	3,340	3,591
36	1,306	1,688	2,028	2,434	2,719	3,333	3,582
37	1,305	1,687	2,026	2,431	2,715	3,326	3,574
38	1,304	1,686	2,024	2,429	2,712	3,319	3,566

Table 4.11

The Distribution Value of T-Test and T-Table

Variable	T-Test Value	T-Table Value
Post-Test	2,75	2,0

Ho: Accepted if $t_{test} < t_{table}$

Ha: Accepted if $t_{test} > t_{table}$

Based on the results, the t test research and the hypothesis proposed from the data it shows that there is a difference between the experimental class and the control class after the collaborative learning model is applied to the experimental class. The final data shows a significant effect because $t_{count} > t_{table}$ with a value of 2.75 > 2.0, then H_a is accepted while H_o is rejected. It can be concluded that the collaborative learning model can affect students' learning achievement at SMAN Unggul Sigli.

B. Discussion

In this section, it presents a discussion about the use of collaborative learning models in affect students' achievement in learning English.

The research question is "Does the collaborative model affect students' learning achievement?" referring to the finding above, it is shown that the use of collaborative learning model as a teaching method affected students' achievement in learning English.

The finding also showed that both classes show improvement in students score. The control class students have their post-test score (72,5). In the other hand, the experimental class students have better improvement with post test score (79,1). The test result indicated that using a collaborative learning model affected students' learning achievement. It can be proved from the mean score of pre-test and post-test that was given to both classes. The experimental class students score higher then before while the control class students did not show so much improvement. Meanwhile, the t-test value got the score; 2,75. This t-test value was higher than the t-table; 2.0. So, finally it can be seen that 2,75 > 2.0

The result of this study were relevant to the finding of Dandi (2014) who also investigated about the influence of collaborative learning strategies on student learning achievement in SMK Muhammadiyah Prambanan. The study showed that using collaborative learning models is best implementation. Collaborative learning model is proven to provide improvement student learning outcomes in the class. And it was relevant to "Application of Collaborative Learning Models with Quantum Learning Strategies in Improving Biology Learning Outcomes" conducted by Danik Margowati in 2009, focus on improving learning outcomes in biology subjects.

CHAPTER V

CONCLUSIONS ND SUGGESTION

A. Conclusions

The aim of this study was to figure out whether using the collaborative learning model will affected students' learning achievement in learning English or not. This study's participants are between 15-16 twelve-year-old student at SMA Negeri Unggul Sigli, Pidie.

We can see this research focus on learning English, but it does not mean that the collaborative model neglects other subject. Applying the collaborative learning model can improve students′ learning achievement, especially in students score.

This study showed that using a collaborative learning model can affect student achievement. It is proven from the test held in this researcher, were the mean score of post-test from experimental group is higher that the control group. The fact is proved by the experimental class post-test score, which has a sufficient improvement (79,1). However, the control class does not show significant improvements instead (72,5). In the other words, the experimental class outperforms the control class. Meanwhile, the t-test value got the score; 2,75. This t-test value was higher than the t-table; 2.0. So, finally it can be seen that 2,75 > 2.0

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B. Suggestions

Based on the results of the study, several suggestions can be proposed are:

1. Collaborative learning is a learning model which demands students become active in the learning process and are proven improve student learning achievement, it is hoped that after this research, the teacher will apply the model collaborative learning in the process of teaching and learning activities at every subject, especially at SMA Negeri Unggul Sigli.
2. This research can be an insight in conducting similar research by using different subject, samples, location, situations, and conditions.

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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-8604/UN.08/FTK/KP.07.6/05/2021

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 mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat :
1. Undang-undangNomor 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 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013; tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 29 April 2021

MEMUTUSKAN

Menetapkan :

PERTAMA : Menunjuk Saudara:
1. Dr. Nashriyah, MA — Sebagai Pembimbing Pertama
2. Azizah, M.Pd — Sebagai Pembimbing Kedua

Untuk membimbing Skripsi :

Nama	:	**Raras Puji Virgia**
NIM	:	**160203180**
Program Studi	:	**Pendidikan Bahasa Inggris**
Judul Skripsi	:	**The Effect of Collaborative Learning Model on Students' Learning Achievement**

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Tahun 2020; No.025.04.2.423925/2020, tanggal 12 November 2019.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022

KEEMPAT : 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.

Ditetapkan di: Banda Aceh
Pada Tanggal: 24 Mei 2021
An. Rektor
Dekan,

Muslim Razali

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;*
5. *Arsip.*

KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
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Nomor : B-4951/Un.08/FTK.1/TL.00/04/2022
Lamp : -
Hal : ***Penelitian Ilmiah Mahasiswa***

Kepada Yth,
Kepala Sekolah SMA Negeri Unggul Sigli

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **RARAS PUJI VIRGIA / 160203180**
Semester/Jurusan : XII / Pendidikan Bahasa Inggris
Alamat sekarang : Jl. Miruk Taman Gampoeng Tanjung Selamat Kec. Darussalam Kab. Aceh Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Effect of Collaborative Learning Model on Students' Learning Achievement***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 13 April 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,

Berlaku sampai : 13 Mei 2022

Dr. M. Chalis, M.Ag.

PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI UNGGUL SIGLI
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SURAT KETERANGAN
Nomor : 800 / 507 /SMA / 2022

Kepala Sekolah Menengah Atas (SMA) Negeri Unggul Sigli Kabupaten Pidie, dengan ini menerangkan bahwa :

Nama	: RARAS PUJI VIRGIA
NIM	: 160203180
Prodi/Jurusan	: Pendidikan Bahasa Inggris

Benar yang namanya tersebut diatas telah melakukan penelitian / pengumpulan data pada SMA Negeri Unggul Sigli Kabupaten Pidie dari tanggal 9 s.d 16 Juli 2022 , dengan judul Skripsi :

" The Effect Of Collaborative Learning Model on Students' Learning Achievement "

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan seperlunya.

2 November 2022
Kepala Sekolah,

Mukhtar S.Pd.,M.Pd
NIP. 196806231999031001

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Rencana Pelaksanaan Pembelajaran

Satuan pendidikan : SMA Negeri Unggul Sigli

Mata pelajaran : Bahasa inggris

Kelas / semester : X/1

A. Kompetensi Inti

KI.1: Menghayati dan mengamalkan ajaran agama yang dianutnya

K1.2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI.3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI.4: Mengolah, menalar, d an menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan

B. Kompetensi Dasar (KD) dan Indikator

Kompetensi Dasar	Indikator
3.8 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks naratif lisan dan tulis dengan memberi dan meminta informasi terkait legenda rakyat, sederhana, sesuai dengan konteks penggunaannya	3.8.1 Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan 3.8.2 Mengidentifikasi persamaan dan perbedaan fungsi sosial,

	struktur teks dan unsur kebahasaan teks naratif 3.8.3 Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat 3.8.4 Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat
4.8 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulis sederhana terkait legenda rakyat	4.8.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

C. Tujuan Pembelajaran

Melalui pendekatan Contextual Teaching Learning (CTL) dengan menggunakan model pembelajaran Discovery Learning, peserta didik dapat mengidentifikasi dan membedakan fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait naratif teks serta peserta didik dapat melengkapi dan menulis teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait naratif teks dengan memperhatikan unsur kebahasaan dan memiliki perilaku jujur, disiplin, tanggung jawab, peduli, kerja sama, toleran, santun, responsif, dan pro-aktif.

D. Materi Pembelajaran

- Fungsi Sosial
  Mendapat hiburan, menghibur, mengajarkan nilai-nilai luhur, mengambil teladan
- Struktur Teks
  Dapat mencakup:
  - Orientasi
  - Komplikasi
  - Resolusi
  - Orientasi ulang
- Unsur Kebahasaan
  - Kalimat-kalimat dalamsimple past tense, past continuous, dan lainnya yang relevan
  - Kosa kata: terkait karakter, watak, dan setting dalam legenda

- Adverbia penghubung dan penujuk waktu
- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

➢ Topik

Cerita legenda yang dapat menumbuhkan perilaku yang termuat di KI

E. Metode Pembelajaran

1) Pendekatan : Saintifik
2) Model Pembelajaran : Discovery learning, Problem Based Learning (PBL)
3) Metode : Tanya jawab, wawancara, diskusi dan bermain peran

F. kegiatan pembelajaran

Pertemuan ke 1

KD 3.8.1 Mengidentifikasi kalimat-kalimat yang memuat bagian-bagian legenda yang ditanyakan

KD 3.8.2 Mengidentifikasi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif

1. Kegiatan Pendahuluan (10 Menit)

• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

• Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

• Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

• Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakater yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

• Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

2. kegiatan inti (70 menit)

Sintak model pembelajaran (Kegiatan pembelajaran)

A. Stimulation (**KEGIATAN LITERASI)**

→ Mendengar

Pemberian materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita oleh guru.

→ Menyimak

Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi:

kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita

B. Problem statemen

- Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya:

Mengajukan pertanyaan tentang materi:

kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita

C. Data collection (pengumpulan data)

→ Membaca sumber lain selain buku teks

Secara disiplin melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita yang sedang dipelajari.

D. Data processing (pengolahan Data)

- Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara:

→ Berdiskusi tentang data dari Materi:

kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita

E. Verification (pembuktian)

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber lain.

F. Generalization

→ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :

kalimat-kalimat yang memuat bagian-bagian legenda dari sebuah cerita

3. Kegiatan penutup (10 menit)

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

- **Pertemuan ke 2**

KD 3.8.3 Memahami struktur teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

1. **Kegiatan Pendahuluan (10 Menit)**

• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

• Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

• Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

• Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakater yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

• Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

2. kegiatan inti (70 menit)

Sintak model pembelajaran (Kegiatan pembelajaran)

A. Stimulation (**KEGIATAN LITERASI)**

→ Melihat

Menayangkan gambar/foto/video yang relevan.

→ Mengamati

- Lembar kerja materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif

- Pemberian contoh-contoh materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif untuk dapat dikembangkan peserta didik, dari media interaktif, dsb

B. **Problem statemen**

Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar,

Mengajukan pertanyaan tentang materi:

persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif

C. **Data collection (pengumpulan data)**

- Mengamati obyek/kejadian

Siswa Mengamati dengan seksama materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterprestasikannya.

- Membaca sumber lain selain buku teks

Secara disiplin siswa melakukan kegiatan literasi dengan mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif yang sedang dipelajari.

D. **Data processing (pengolahan Data)**

→ siswa Saling tukar informasi tentang materi:

persamaan dan perbedaan fungsi sosial, struktur teks dan unsur kebahasaan teks naratif

E. **Verification (pembuktian)**

- Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan: membandingkan data yang di peroleh dengan datan teman2 nya

F. **Generalization**

→ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa:

Laporan hasil pengamatan secara tertulis tentang materi:

persamaan dan perbedaan fungsi sosial, struktur teks dan unsur

kebahasaan teks naratif

3. Kegiatan penutup (10 menit)

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

➢ **Pertemuan ke 3**

KD 3.8.4 Memahami unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

1. Kegiatan Pendahuluan (10 Menit)

• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

• Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

• Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

• Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakater yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

• Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

2. kegiatan inti (70 menit)

Sintak model pembelajaran (Kegiatan pembelajaran)

A. Stimulation (**KEGIATAN LITERASI)**

→ Menyimak

Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :

unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

B. **Problem statemen**

- Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :

Mengajukan pertanyaan tentang materi :

unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

C. **Data collection (pengumpulan data)**

→ Aktivitas

Siswa Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang sedang dipelajari.

→ Wawancara/tanya jawab dengan nara sumber

Mengajukan pertanyaan berkaiatan dengan materi unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat yang telah disusun dalam daftar pertanyaan kepada guru.

D. **Data processing (pengolahan Data)**

- Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :

Berdiskusi tentang data dari Materi :

unsur kebahasaan dari teks naratif dalam memberi dan meminta informasi terkait legenda rakyat

E. **Generalization**

Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan *:kelompok*

3. Kegiatan penutup (10 menit)

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.

- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

➢ **Pertemuan ke 4**

KD 4.8.1 Membacakan legenda dengan intonasi, ucapan dan tekanan kata yang benar, dengan saling mengoreksi

1. Kegiatan Pendahuluan (10 Menit)

• Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran

• Memotivasi peserta didik secara kontekstual sesuai dengan manfaat pembelajaran mengenai teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan.

• Mengajukan pertanyaan-pertanyaan yang terkait dengan materi yang akan dipelajari

• Menjelaskan tujuan pembelajaran, kompetensi, literasi, dan karakater yang harus dicapai; dan menyampaikan cakupan materi dan penjelasan uraian kegiatan tentang teks interaksi transaksional lisan dan tulis pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait jati diri, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan

• Mempersilahkan peserta didik yang datang terlambat untuk masuk ke kelas dan meminta maaf dengan menggunakan bahasa Inggris.

2. kegiatan inti (70 menit)

Sintak model pembelajaran (Kegiatan pembelajaran)

A. Stimulation (**KEGIATAN LITERASI)**
- Siswa membaca dan mengamati contoh yang di bacakan oleh guru secara berulang ulang di depan kelas dengan ucapan dan ejaan yang benar

B. **Problem statement**
- Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain, kalimat kalimat yang lazim di gunakan dalam Bahasa inggris dan perbedaan nya dengan Bahasa indonesi

C. **Data Processing**
- Siswa secara individu satu persatu di depan kelas membacakan teks dengan bacaan yang tepat sesuai yang telah di pelajari

D. **Verification**
- Siswa mendemonstrasikan pembacaan teks di depan kelas

E. **Generalization**

Setiap siswa memberikan penilaian terhadap pembacaan teman nya di depan kelas.

3. Kegiatan penutup (10 menit)

- Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu.
- Guru memberikan umpan balik pembelajaran.
- Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya

Media/Alat, Bahan, dan Sumber Belajar

1. Media
   - Video
   - Modul
   - Gambar

2. Alat/bahan
   - Loudspeaker
   - Laptop/Notebook
   - LCD

3. Sumber belajar
   - Audio CD/VCD/DVD
   - Suara guru
   - Koran/majalah berbahasa Inggris

Teknik Penilaian

- Teknik Penilaian

- Tes tertulis

- Tes lisan

- Bentuk penilaian

- Menentukan hubungan kekerabatan

- Memperkenalkan diri secara lisan pada orang lain

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LAMPIRAN MATERI DAN

INSTRUMENT PENILAIAN

A.materi Ajar

Narrative adalah cerita khayal yang bertujuan menghibur pembaca. Tentu yang namanya cerita khayal itu ya belum tentu keberannya karena bisa jadi itu hanyalah imaginasi atau cerita fiktif yang dibuat oleh seseorang atau cerita buatan sekelompok masyarakat yang tida terbukti kebenarannya. Contoh narrative yaitu, Cinderella, Sangkurian, Snow White, Rabbit and Crocodile, dsb. Untuk penjelasan lebih rinci silahkan baca penjelasan berikut

Definition of Narrative Text

A narrative text is an imaginative story to entertain people (teks narasi adalah cerita imaginatif yang bertujuan menghibur orang).

Generic Structure of Narrative Text

- Orientation : It is about the opening paragraph where the characters of the story are introduced.(berisi pengenalan tokoh, tempat dan waktu terjadinya cerita (siapa atau apa, kapan dan dimana)
- Complication : Where the problems in the story developed. (Permasalahan muncul / mulai terjadi dan berkembang)
- Resolution : Where the problems in the story is solved. Masalah selesai, secara baik “happy ending” ataupun buruk “bad ending”.
- Coda / reorientation (optional) – lesson from the story

Note : Kadangkala susunan (generic structure) narrative text bisa berisi: Orientation, Complication, Evaluation, Resolution dan Reorientation. Meski “Evaluation” dan “Reorientation” merupakan optional; bisa ditambahkan dan bisa tidak. Evaluation berisi penilaian/evaluasi terhadap jalannya cerita atau konflik. Sedangkan Reorientation berisi penyimpulan isi akhir cerita.

The Characteristics / Language Feature of Narrative Text:

- Past tense (killed, drunk, etc)
- Adverb of time (Once upun a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)

- Direct speech. It is to make the story lively. (Snow White said,”My name is Snow White). The direct speech uses present tense.

Evaluasi Cognitiv Beserta Instrument Penilaian

Reading Comprehension

Pre-test

Sura and Baya

A long time ago, there were two animals, Sura and Baya. Sura was the name of a shark, and Baya was a crocodile. They lived in a sea.

Once Sura and Baya were looking for some food. Suddenly, Baya saw a goat. "Yummy, this is my lunch," said Baya. "No way! This is my lunch. You are greedy, "said Sura. Then they fought for the goat. After several hours, they were very tired.

Feeling tired of fighting, they lived in different places. Sura lived in the water, and Baya lived in the land. The border was the beach, so they would never fight again.

One day, Sura went to the land and looked for some food in the river. He was very hungry, and there was not much food in the sea. Baya was very angry when he knew that Sura had broken the promise. They fought again. They both hit each other. Sura bit Baya's tail. Baya di d the same thing to Sura. He bit very hard until Sura finally gave up and went back to the sea. Baya was happy.

1. What is the type of the text above?

a. Recount
b. Narrative.
c. Descriptive.
d. Spoof.

2. What is the type of the text?

a. Science fiction

b. Fairy Tale

c. Fabled.

d. Myths.

3. How many characters in this story?

a. 2.

b. 3.

c. 4.

d. 5.

4. Why are they fighting?

a. Because Looking for some food.

b. Because Sura hates Baya.

c. Because of goat.

d. Because hungry.

5. Where did the story happen? (paragraph 4)

a. Forest.

b. River.

c. Beach.

d. Sea.

6. Who was looking for some food?

a. Sura and Goat.

b. Goat and Baya.

c. Sura and Baya.

d. Sura, Baya and Goat.

7. What was the border between Sura and Baya?

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a. Sea.
b. Wood.
c. Hill.
d. Beach.

8. He bit very hard… (paragraph 4), "**He**" refers to…
a. Sura.
b. Baya.
c. Goat.
d. Whale9.

9. No way! This is my lunch. You are **greedy**"…. (Paragraph 2)
"Greedy" what does the similar mean?
a. Stingy.
b. Polite.
c. Selfish.
d. Wicked.

10. What lessons can we learn in this story?
a. Don't be greedy and keep our promise
b. Never forget your parents' services
c. Mother's prays are God will
d. Every time you lie, you will continue to lie to cover up your lies

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Post-Test
The Story of Lake Toba

Once upon a time, a man was living in north Sumatra. His name was Toba. He lived in a simple hut in a farming field. He did some gardening and fishing in his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch that he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed to her to be his wife. She said, "Yes, but you have to promise not to tell anyone about the secret that I was once a fish. Otherwise, there will be a huge disaster." The man made the deal and they got married, lived happily, and had a daughter.

A few years later, this daughter would help bring lunch to her father out in the fields. One day, **his** daughter was hungry, and she ate his father's lunch. Unfortunately, he found out and got furious and shouted, "You damned daughter of a fish." The daughter ran home and asked her mother. The mother started crying and felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a **huge** disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again, and the man became the island of Samosir.

1. Where did the background story happen?

a. West Sumatra.

b. East Sumatra.
c. North Sumatra.
d. South Sumatra.

2. What was the man job?
a. Gardening and Planting.
b. Planting and Fishing.
c. Fishing and Gardening.
d. Gardening and Teaching.

3. When did the man catch the golden fish?
a. When he was in the river.
b. While the man was fishing.
c. When he was gardening.
d. While the man planting.

4. Where is the complication steps in this story?
a. Line 1-2.
b. Line 4-6.
c. Line 12-14.
d. Line 15-175.

5. Why Toba angry with her daughter?
a. Because Toba lunch eaten by his children.
b. Because she late bringing her father's lunch.
c. Because his wife told to her daughter to run up the hills.
d. Because his wife broke the promise6.

6. Why his wife angry with him?
a. Because the man caught her.

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b. Because children lunch eaten by her father.
c. Because the man broke the promise.
d. Because she heartbroken of her7.

7. Why her mother told her daughter to run up the hills?
a. Because the man angry with his daughter.
b. Because her daughter ate her father's lunch.
c. Because a huge earthquake was coming.
d. Because a huge disaster will come8.

8. One day, his daughter was so hungry… (Paragraph 3), "His" refers to…
a. The man.
b. Mother.
c. Children.
d. The golden fish.

9. A huge disaster was about to come… (Paragraph 4), "Huge" what does the similar mean?
a. Big.
b. Small.
c. Tiny.
d. Tall.

10. What lessons can we learn in this story?
a. Father has to care to his daughter.
b. Children must obey their mother.
c. Mother's prays are God will.
d. It is not good to break our promise.

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A. Penilaian (rubric)

Penilaian Soal Pilihan Ganda

Nomor Soal	**Bobot Soal**
1-10	10
Jumlah skor maksimal	100

Jika benar mendapatkan skor 100
Jika salah mendapatkan skor 0
Penentuan Nilai=N= Skor Perolehan x 100
Skor Maksimal

Sigli, 4 Juli 2022

Mahasiswa Penelitian

Raras Puji Virgia

NIM. 160203180

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Pre-test

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2. What is the type of the text?
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   d. Because hungry.
5. Where did the story happen? (paragraph 4)
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   c. Beach.
   d. Sea.
6. Who was looking for some food?
   a. Sura and Goat.
   b. Goat and Baya.
   c. Sura and Baya.
   d. Sura, Baya and Goat.
7. What was the border between Sura and Baya?
   a. Sea.
   b. Wood.
   c. Hill.
   d. Beach.
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   "Greedy" what does the similar mean?

a. Stingy.
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    b. Never forget your parents’ services
    c. Mother’s prays are God will
    d. Every time you lie, you will continue to lie to cover up your lies

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Post-Test
The Story of Lake Toba

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Then she told her daughter to run up the hills because a **huge** disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again, and the man became the island of Samosir.

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    a. Gardening and Planting.
    b. Planting and Fishing.
    c. Fishing and Gardening.
    d. Gardening and Teaching.
3. When did the man catch the golden fish?
    a. When he was in the river.
    b. While the man was fishing.
    c. When he was gardening.
    d. While the man planting.
4. Where is the complication steps in this story?
    a. Line 1-2.
    b. Line 4-6.
    c. Line 12-14.
    d. Line 15-175.
5. Why Toba angry with her daughter?
    a. Because Toba lunch eaten by his children.
    b. Because she lates bringing her father's lunch.
    c. Because his wife told to her daughter to run up the hills.
    d. Because his wife broke the promise.
6. Why his wife angry with him?
    a. Because the man caught her.
    b. Because children lunch eaten by her father.
    c. Because the man broke the promise.
    d. Because she heartbroken of her.
7. Why her mother told her daughter to run up the hills?

a. Because the man angry with his daughter.
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8. One day, his daughter was so hungry… (Paragraph 3), "His" refers to…
   a. The man.
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   a. Big.
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   a. Father has to care to his daughter.
   b. Children must obey their mother.
   c. Mother's prays are God will.
   d. It is not good to break our promise.

جامعة الرانري
AR-RANIRY

ama : Zahrawi Alni
elas : X - 8

POST-TEST

The Story of Lake Toba

Once upon a time, a man was living in north Sumatra. His name was Toba. He lived in a simple hut in a farming field. He did some gardening and fishing in his daily life.

One day, while the man was fishing, he caught a big golden fish in his trap. It was the biggest catch that he ever had in his life. Surprisingly, this fish turned into a beautiful princess. He fell in love with her and proposed to her to be his wife. She said, "Yes, but you have to promise not to tell anyone about the secret that I was once a fish. Otherwise, there will be a huge disaster." The man made the deal and they got married, lived happily, and had a daughter.

A few years later, this daughter would help bring lunch to her father out in the fields. One day, **his** daughter was hungry, and she ate his father's lunch. Unfortunately, he found out and got furious and shouted, "You damned daughter of a fish." The daughter ran home and asked her mother. The mother started crying and felt sad that her husband had broken his promise.

Then she told her daughter to run up the hills because a **huge** disaster was about to come. When her daughter left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The whole area got flooded and became Toba Lake. She turned into a fish again, and the man became the island of Samosir.

1. Where did the background story happen?
   a. West Sumatra.
   b. East Sumatra.
   c. North Sumatra.
   d. South Sumatra.

2. What was the man job?
   a. Gardening and Planting.
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7. Why her mother told her daughter to run up the hills?
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Benar = 10
Salah = 0

ama : Putri Anggia
elas : X-8

POST-TEST

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AR-RANIRY

Nama : aliya zalfadira
Kelas : X - B3

POST-TEST

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B = 9
S = 1

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