THE IMPLEMENTATION OF TEACHING ENGLISH

WITH COOPERATIVE LANGUAGE LEARNING (CLL)

(A Descriptive Qualitative Study In SMKN 1 Sawit Boyolali

In The 2014/2015 Academic Year)

THESIS

Submitted as A Partial Requirements

for degree of Sarjana in English Educational Program

By:

LISTIYANI

SRN.26.10.6.2.136

ENGLISH EDUCATION STUDY PROGRAM

ISLAMIC EDUCATION AND TEACHING TRAINING FACULTY

THE STATE ISLAMIC INSTITUTE OF SURAKARTA

2017

ADVISORS SHEET

Subject   :Thesis of Listiyani

SRN   : 26-10-6-2-136

> To:
>
> The Dean of Islamic Education
>
> and Language Faculty
>
> IAIN Surakarta
>
> In Surakarta

Assalamu'alaikum Wr. Wb.

After reading thoroughly and giving necessary a devices, herewith, as the advisors, we state that the thesis of:

Name : Listiyani

SRN   : 26-10-6-2-136

Title   : The Implementation of Teaching English with Cooperative Language Learning (CLL) (A Descriptive Qualitative Study in SMKN 1 Sawit Boyolali in The 2014/2015 Academic Year)

Has already fulfilled the requirements to be presented before the Board of Examiners (*Munaqosyah*) to gain Bachelor Degree in English Education Department.

Thank you for the attention.

Wassalamu'alaikum Wr. Wb.

Surakarta, January 21st 2016

First Advisor,   Second Advisor,

Rochmat Budi Santoso, M. Pd   **Dr. Imroatus Solikhah, M. Pd**

NIP. 196911112002121001   **NIP. 19770316 200912 2 002**

RATIFICATION

This is to certify the *Sarjana's* thesis entitle "**The Implementation of Teaching English with Cooperative Language Learning (CLL) A Descriptive Qualitative Study In SMKN 1 Sawit Boyolali In The 2014/2015 Academic Year)**" by Listiyani has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Education Study Program, Islamic Education and Teacher Training Faculty in State Islamic Institute of Surakarta.

The Board of Examiners:

Chairman:	Rochmat Budi Santoso, M. Pd	(............................)
	NIP. 196911112002121001	
Examiner I:	Novianni Anggraini, M.Pd	(............................)
	NIP. 198301302011012000	
ExaminerII:	Dr. Imroatus Solikhah, M. Pd	(............................)
	NIP. 197703162009122002	

Surakarta, August 14th, 2017

Approved by

The Dean of Islamic Education and Teacher Training Faculty

Dr. H. Giyoto, M. Hum

NIP. 19670224 200003 1 001

ADMISSION SHEET

Name   :   Listiyani

S.I.N   :   26.10.6.2.136

Program   :   English Education

Title   :   THE IMPLEMENTATION OF TEACHING ENGLISH WITH COOPERATIVE LANGUAGE LEARNING (CLL) (A Descriptive Qualitative Study In SMKN 1 Sawit Boyolali In The 2014/2015 Academic Year)

Here with, I state all statements, opinions, and analyses that I have written in this thesis are my original work. I optimally conducted my own research with the help of some references and sugestion. If any claim related to the analysis that I made persist in the future, I would be fully responsible for clarification.

Surakarta, August 14th, 2017

The Researcher

Listiyani

DEDICATION

I proudly dedicate this thesis especially for:
My beloved parents, mother and father
My beloved husband Ahmad Muzayin Aziz
My beloved sweet nephew and niece
All of ones that always support me

MOTTO

"Do the best but don't feel the best"

"Experience is the best teacher"

"Verily never will God change the condition of people untill they change it them selves (with their own souls)"

(Ar-ra'ad:11)

v

ACKNOWLEDGEMENT

Alhamdulillah, all praises be to Alloh, the single power, the Lord of the universe, master of the day of judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled "The Implementation of Teaching English with Cooperative Language Learning (CLL) In SMKN 1 Sawit Boyolali In The 2014/2015 Academic Year)". Peace be upon Prophet Muhammad S.A.W, the great leader and good inspiration of world revolution.

The researcher is sure that this thesis whould not be completed without the help, supports, and suggestions from several side. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

1. Dr. Mudhofir Abdullah, S.Ag., M.Pd., as the Rector of the State Islamic Institute of Surakarta;

2. Dr. H. Giyoto, M.Hum., as the Dean of Islamic Education And Teacher Training Faculty;

3. Dr. Imroatus Solikhah, M. Pd., as the Head of English Education Department and as the researcher's second advisor,;

4. Rochmat Budi Santoso, M.Pd., as the researcher's first advisor for his guidance, suggestions and corrections for the researcher ;

5. All of the Department's lecturers.

6. Mrs Gadis Mulyani, the English teacher of twelve grade of SMK N 1 Sawit Boyolali, thanks for helping her during the research.

7. All of the twelve grade students of SMKN 1 Sawit Boyolali, Thanks for the participation during the research.

8. The office staff of SMKN 1 Sawit Boyolali for the service.

9. Her beloved family for their prayer and motivation to finish this research.

10. Her best friend and all of D Class'10 for their spirit in creating this thesis. she loves you all.

11. Everyone who has helped the researcher conducts the research and writes the thesis. The researcher relizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher and the reader in general.

Surakarta, August 14th, 2017
The Researcher,

Listiyani
SRN. 26.10.6.2.136

TABLE OF CONTENT

ABSTRACT

Listiyani. 2017. The Implementation Of Teaching English With Cooperative Language Learning (A Descriptive Qualitative Study In SMKN 1 Sawit Boyolali In The 2014/2015 Academic Year). Thesis. English Education Study Program, Islamic Education and Teacher Training Faculty IAIN Surakarta.

First Advisor   : Rochmat Budi Santoso, M. Pd

Second Advisor   : Dr. Imroatus Solikhah, M. Pd

Keyword   : Teaching, English, Cooperative, Learning.

The objectives of this research are (1.) To describe the teaching-learning activities in SMKN 1 Sawit Boyolali especially in English subject, (2.) To describe the problems faced by the teacher and student in the process of teaching and learning English, and (3.) To know the problems in teaching-learning activities in the twelve grade of SMKN 1 Sawit Boyolali.

The researcher uses the descriptive qualitative research design. The data is collected by using observation, interview, questionnaire (use percentage), and document study. The researcher takes observation to know the real process of teaching-learning activities. The interview and questionnaires were given to collect data about the learning strategies, the problem and solution during teaching-learning activities, the factors supporting the success of teaching-learning activities, the media used, the teaching strategy, and the students' respond of learning English. The documentation is used to collect the school profile, lesson plan, sylabus and students' assessment. After collecting the data, the researcher analyzes the data use cooperative language learning theory qualitatively.

From the result of the research, the researcher finds the answer of the statement in research problem. The teaching-learning activities in SMKN 1 Sawit Boyolali on English subject is using cooperative language learning. Most of the students' problem in learning is on the vocabulary mastery, self-confident, time allocation and the problem of communication in English. The teacher always motivates and gives them some tips to solve the students' problem. The use of innovative strategy and multimedia in teaching can be the factors that make the success of teaching-learning activities in SMKN 1 Sawit Boyolali.

CHAPTER I

INTRODUCTION

H. **Background of The Study**

Language has a crucial role in our daily life as a social human being. It is the core or most important media for communication and socialization needs. People interact with the others by means of language. Poor or rich someone's language can influence whether wide or narrow his world is. It can be said that the limit of our language is the limit of our world. It really demands us to master language as a means for those necessities.

Language becomes an important thing in human daily activities because without knowing the purpose of education, the teaching-learning activities will be ineffective, even be useless. One of the points that the teachers should know is the method of teaching which can capture the students' interest in their teaching-learning process, especially in English language teaching.

It has been argued that English is one of the subjects which is said by almost of the student as difficult and boring (Berkeley, 2010). Jeremy Harmer stated "English is global language" (Harmer, 1998). But, many people are afraid of English. This becomes worse because there are some teachers who

cannot teach English by using the appropriate method that can make the students love learning English.

Based on the observations also, there are some English teachers who cannot capture the students' interest in the teaching learning process. Some of them use the one way communication in teaching English. This is not good for English teaching because in this method the teaching-learning process is only centered on the teacher only. The students become the passive students who only accept what the teacher said without having participation in the teaching-learning process (Observation during PPL in MAN 1 KLATEN from September the first, 2013 untill October the thirty-first, 2013).

By using uncomfortable method, students will absolutely feel bored in the English teaching-learning process, most of the student will make any noisy voice, and they will not focus on what the teacher explain, whereas "one of the greatest enemies of successful teaching is the students 'boredom'", (Harmer, 1998: 5). This happens because in this method, the teacher usually gives less attention to the students. The teachers only write in the whiteboard or blackboard without giving any attentions to the students. Even some of the teachers do not explain the contents of the subject they have written in the whiteboard and blackboard.

That is right if it is said that English is not easy to learn by the students. That is why the English teachers should have the appropriate method to teach English. Moreover if the students who are being taught are the

students of vocational high school. They are still afraid of English. They need English teachers who can teach them communicatively. They need English teachers who can make them enjoy in learning English, not the teachers who increase their boredom in learning English.

In the senior high school students, the English materials examined are more complex than the previous level of education. But most of the Indonesian students feel that English is a difficult subject and it is hard to understand, because when they want to speak English, they should learn the pronunciation of the words that are different from their mother tongue language and the common reason of the students' difficulty is about vocabulary that is limited. Those block students to practice English in their daily communication. This condition needs much attention from the English teacher, moreover for twelve grade students that will pass the final national examination. The teacher should prepare it well.

The teacher has to educate the student by appropriate approach. Cooperative language learning is one of the approaches concerned on the learner ability of using language to cooperate and communicate in the real meaning. Classroom activities guided by this method are characterized by trying to produce meaningful and real communication, at all levels. As a result there may be more emphasis on skills than systems, lessons are more learner-centre, and there may be use of authentic materials. (Savignon, Sandra J: 2002)

Cooperative Language Learning (CLL) can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom (Richard, 2006:2). By using the approach students can understand English well.

Cooperative Language Learning (CLL) is the appropriate approach for teaching speaking. Cooperative learning is an approach which provides some techniques that can be used in the classrooms. Cooperative learning can improve students' speaking skill through activating individuals in a group of learning. Olsen and Kangan (1992: 192), define cooperative learning as an activity in such a way so that learning is dependent on the society structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others. Cooperative learning invites students to works together and helps each other to learn the materials. It focuses on cooperation rather than competition. It involves all students in teaching learning process so that it could motivate students to be more active.

To reach the better academic achievement of the students, especially speaking skill, is greatly influenced by the appropriate approach used by the teacher. The statements above are also supported by Brown (1994:74) who says that an approach or theory of language and language learning takes great importance.

There are reasons for the writer to use Cooperative Language Learning in her class to be the subject of the research. Cooperative learning implies full participation of both teacher and student and the interaction of student with student (Rivers, 1994). It leads to the capability of asking and answering/responding questions. Questioning and responding will lead the learners into the use of listening and speaking as communicative strategy and for its interdependence that cannot be separated each other. It introduces a wide range of topics into the classroom, which can lead the learners to a free interaction.

Generally, the commonest problem faced by the teacher or lecturer of speaking is what the learners are interested in talking about. Cooperative Language Learning introduces a wide variety of topics; it can help them to develop a feel for what interests their learners. By the using of Cooperative Language Learning, they can engage the learners in free or guidance conversations about these topics of interest.

As the teacher applies in SMK N 1 Sawit Boyolali, especially in the English subject for twelve grade students, the teacher uses cooperative language learning in the English teaching. Usually the teacher uses multimedia also to build students' interest and creativity. It is believed that the teaching learning activities by using this approach will be successful and give a good result. As many people know that SMK N 1 Sawit Boyolali is one of the favorite schools in Boyolali which had graduated the excellent students who have high capability in the academic or non academic side. It can be seen

from the students score result in the national examination and facts that there are many students get medals in joining such competitions, in regional, national or international competitions.

It is interesting for the researcher to take SMK Negeri 1 Sawit Boyolali as the setting of the research. Though many people said that English subject is difficult and hard to learn, the English teacher in this school can handle it well. That is the goal of cooperative approach in the teaching language.

Based on the researcher observation, the twelve grade students in this school have high competence in English. The teacher makes them usual to use English in the teaching learning activities. In addition, when teachers and students meet outside the classroom, wherever they meet, they will speak English in their communication (only with English teachers). In school there is a policy about the use of language in one week, on monday, tuesday and wednesday students use English language, on thursday, friday and saturday the students use Indonesian language. Teachers will not respond to students if they do not speak the language, even if they just want to say a welcome word to the teacher or want to ask for permission in the class. Although the students in hastiest situation, if they do not use English, the teacher will not give them permission until they try to find the words in English. Although the students' structural or grammatical sentence said is wrong, it is fine for the teacher. It needs a process. He wants to make the students familiar in using English by trying to practice it in speaking. He also wants the students to be active to

communicate each other. So the teaching learning process in the class will full of English.

The rule makes the students enthusiasm to know the word that they want to say in English. The teaching using cooperative approach is effective implemented in English. Classroom situation by this approach can improve the students' competence in such skills of this subject.

Based on the explanation above, the researcher conducts the research entitled:

"The Implementation of Teaching English with Cooperative Language Learning (CLL) in the Twelve Grade of Vocational High School Students of SMKN 1 Sawit Boyolali."

I. **Identification of Problems**

There are some factors which determine the success of teaching and learning with cooperative language learning. The researcher interviewed the teacher and the students. The researcher also observed the English teaching and learning process at SMKN 1 Sawit Boyolali. Based on the interview and observation, the researcher found some problems. They are as follows.

The first problem is related to the teacher. The English teacher did not use interesting media to conduct the teaching and learning process. She did not optimize any teaching aids as the sources to help her to conduct the teaching. Consequently, the teaching and learning process seemed less interesting.

The second problem is related to the students. Students have many difficulties in learning English as a compulsory subject at school. They often make mistakes in speaking because they must adopt the structures or patterns that differ from those of their mother tongue. As a matter of fact, the students have a minimum chance in practicing English in the daily context. They neither practice nor communicate in English. Even, they tend to speak in Indonesian instead of English. Therefore, they are reluctant to speak in English.

The third problem is media. In SMKN 1 Sawit Boyolali, the media for teaching and learning process were available, whereas the English teacher of SMKN 1 Sawit Boyolali still got difficulties in applying those media in the teaching and learning process. In the teaching and learning process, the English teacher always used textbook and students' worksheet as the main media instead of using another interesting media such as LCD projector and portable sound system. This condition made the students easily got bored to join the lesson.

The last problem comes from the activities during the speaking teaching and learning process. In fact, the activities during the English lesson seem to be boring and less interactive. This can be seen in the speaking activities, which consist of drilling materials in the textbook, practicing the material, and finally producing the task based on the text in the worksheet. There are no variations of learning English speaking which could engage students to be more involved to the speaking activities. In the classroom, the

process of teaching and learning tends to be monotonous. This makes the process of the learning speaking tend to be passive and uninteresting. It affects the students' motivation in learning English. Besides that, the activities implemented by the teacher are sometimes not interactive. The teacher mostly uses individual performance so that the interaction among the students is quite minimal.

In reference to the above discussion, there are some problems concerned with the quality of speaking teaching and learning in SMKN 1 Sawit Boyolali. The crucial problems are the lack of students' motivation in joining English teaching and learning, ineffective teaching methods, and limited media. Those problems are believed to provide a big impact on the quality of English speaking teaching and learning process.

J. **Problem Limitation**

In order to focus on the topic, the researcher makes the limitations to both the object and the subject of the study. Through this research, the researcher focuses only on the implementation of teaching English for students with Cooperative Language Learning (CLL) in the second grade of vocational high school students of SMKN 1 Sawit Boyolali.

If the research is not limited, there will be too many and to wide discussion that can disturb the main focus of this research. Too wide discussion can lose the main purpose of this research.

Firstly, there are many methods used in teaching English. Thus, in order to avoid too many discussions, the researcher choose the implementation of teaching English for students with Cooperative Language Learning (CLL).

Secondly, there are many high schools in Boyolali. It is impossible to do research in all high school in Boyolali. Then, the researcher limits it only in vocational high school 1 Sawit Boyolali.

Thirdly, there are many grades of the vocational high school of SMK N 1 Sawit Boyolali. Thus, to avoid to large study, the researcher focuses only on the twelve grade.

Because the teaching activities in English subject will be a large discussion, the researcher makes a limit on the speaking ability. The writer focuses only on speaking ability because cooperative learning emphasis on the individual's ability to interact with others and share their thoughts by talking with others.

K. **Problem Statement**

Based on the background of the study above, the formulation of the problems are:

1. How are the process of teaching and learning English with Cooperative Language Learning (CLL) in the Twelve Grade of Vocational High School Students of SMKN 1 Sawit Boyolali?

2. What are the problems faced in the process of teaching and learning English with Cooperative Language Learning (CLL) in the Twelve Grade Of Vocational High School Students Of SMKN 1 Sawit Boyolali?

3. What are the teacher's solutions for the problems faced in the process of teaching and learning English with Cooperative Language Learning (CLL) in the Twelve Grade of Vocational High School Students of SMKN 1 Sawit Boyolali?

L. **The Objectives of the study**

The objectives obtained in this research are:

1. To describe the process of teaching and learning English with Cooperative Language Learning (CLL) in the Twelve Grade Of Vocational High School Students Of SMKN 1 Sawit Boyolali.

2. To describe the problems faced in the process of teaching and learning English with Cooperative Language Learning (CLL) in the Twelve Grade of Vocational High School Students of SMKN 1 Sawit Boyolali.

3. To describe the teacher's solutions for the problems faced in the process of teaching and learning English with Cooperative Language Learning (CLL) in the Twelve Grade of Vocational High School Students of SMKN 1 Sawit Boyolali.

M. **Benefits of the Study**

The result of this research is expected to give benefits both theoretically and practically:

1. Theoretical Benefits

    With this research, the writer may know the concept and implementation of cooperative learning in learning English subject in SMKN 1 Sawit boyolali and become references for the next research for teaching – learning activities with different approach, method, class and also subject.

2. Practical Benefits

    From this study, it is expected that the results of the research can give contribution to the improvement of the effective English teaching-learning process in general. The results of this research can be used by teachers, students, and other researcher.

    For students, the students will be easy to understand the materials and they will enjoy, comfort, and relax with teaching strategies and practice by using CLL Method.

    For other researcher, this result of the research hoped can be used as the reference for other researcher when conducting the research.

N. **The definition of key terms**

There are some definitions:

1. Cooperative learning is a group of learning activity organized so that learning are depend on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and motivated to increase the learning of others *(Olsen and Kagan, 1992: 8).*

2. Qualitative study is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem Language is a system of communication in speech and writing used by people in particular country *(Creswell, John W, 1998:15).*

3. SMK N 1 Sawit Boyolali is one of the popular vocational high scool in Boyolali regency. It is located at Solo – Yogya street km 15 Bendosari, Sawit, Boyolali. The increasing competition in finding a job makes SMK N 1 Sawit Boyolali be the one of the alternatives solution to solve this problem. Therefore SMK N 1 Sawit Boyolali answer the problem with create graduates who are able to develop their skills and are able to fulfill the qualification in the world of business and industry. (https://smknsawitboyolali.wordpress.com/about/, accessed on June 24th, 2015)

CHAPTER II

LITERARY REVIEW

A. The Nature of Teaching and Learning Activities

1. The Nature of Teaching

a. The Teaching Concept

Teaching is not just as simple as about transferring teacher's knowledge to the students. Teaching does not mean transferring knowledge to students, but it is helping students to develop their own knowledge (Bowden and ference, 1998:3). Nurkamto (2004:2) defines teaching as giving guidance and facility that brings student to learn.

There are two implications that can be taken from both of definitions above. First, a teacher is someone having a role only as the one who helps the students to learn by giving guidance and motivation. Second, the core of teaching learning process is the students (Nurkamto, 2004:2). The statements above are also supported by Cole and Chan (1994:2) who define teaching as a complex phenomenon that takes into account to wide range professional skills, personal characteristics, and specialized bases of knowledge.

Language teaching is important for human life because everybody needs language for communicating. Language teaching can be defined as an effort for helping students in order to be able to use language fluently (Brown, 2000:7). Another definition for language teaching is the activities

which are intended to bring the language learning (Stern, 1983). From those definitions, it can be concluded that language teaching is and effort to help students be able to use language fluently by providing activities to bring language learning.

b. The Teaching Models

According to Cole and Chan (1994:6-12), there are seven models of teaching:

1) Personality Characteristics Model

Teachers should develop personality dimensions such as consideration, warmth, and understanding or a combination of them and the other good characteristics. People who rwcommend this teaching model state taht the best teachers are thse with the goood personality traits

2) Behaviorist Model

This model believes that the teacher's primary role is having control over student's behavior and the learning environtment. People who support this model state that the best form of learning is based on the conditioning principles.

3) Subject Methods Model

This model believes that the best teaching procedures are those which have been found to be efficient in each of the curriculum domains.

4) Teaching Skills Model

This model emphasizes the value of key instructional skills found to be important for all teaching at all grade levels. The approach focuses on areas like explaining, class management, questioning and related functions and the skills that relate to each of these areas. This approach focuses on particular aspects of teacher behavior and the development of teaching skills in a wide range of subject matter domains.

5) Process-Product Model

It focuses on teacher behavior, student behavior and the interaction between them (Gage&Needels, 1989 in Cole and Chan, 1994: 10). This approach focuses on the specific teacher behaviors and procedures (the processes) which research shows have been successful in producing changes in student learning (the products).

6) Reflective Teacher Model

This model emphasizes the value of the problem-solving and reflective thought processes used by effective teachers (Calderhead, 1989; Pollard & Tann, 1987; Rhicardson, 1990 in Cole and Chan, 1994: 10). A reflective teacher is defined as "one who constantly questions his or her own aims and actions, monitors practice and outcomes, and considers the short term and long-term effects upon each child" (Pollard & Tann, 1987 in Cole and Chan, 1994: 10).

Teachers are encouraged to do their own research in the classroom and discover which procedures and methods work well for them.

7) Teaching Principle Model

This model is based on the belief that there are identifiable precepts or principles that provide valuable guidelines for effective teaching in a wide variety of instructional areas and setting. Such principles can be used to regulate and guide teacher's actions. They assist decision-making about teaching strategies, methods, and techniques in all subjects and are based on generalization derived from classroom observation and research. The key to effective teaching is to understand the inherent value of teaching principles and apply these principles in a practical context.

c. Teaching and Learning Theories

There are three general theories concerning about teaching and learning activities:

1. Cognitive Theory

In cognitive theory, there are two important wide-ranging ideas of how people learn and remember: information processing and meaningful learning. Information processing refers to the study of how one mentally take in and store information and then retrieve it when needed, while meaningful learning involves the study of how new information can be most effectively organized, structured, and

taught so that it might be used, for example, in problem solving situations (Cruickshank et al, 1999: 56).

In information processing, there are two kinds of memory; short-term memory, and long-term memory. Short-term memory is the storage system that holds only a limited amount and certain kinds of information for a few seconds (Cruickshank et al, 1999: 56). Long-term memory is where one keeps information for a long time (Cruickshank et al, 1999: 57).

In cognitive theory, there are four approaches to learning:

a. Reception Learning

It refers to learning that takes place when one presents students with new information that is carefully organized and structured (Cruickshank et al, 1999: 60).

b. Reciprocal Teaching

It is a form of teaching wherein the teacher gradually shifts teaching responsibility to learners (Nuthall, 1995 as stated in Cruickshank et al, 1999: 60)

c. Discovery Learning

It refers to learning that takes place when students engage in experiences and experiments from which they derive their own knowledge and meaning (Cruickshank et al, 1999: 61)

d. Problem Solving

It requires that: (1) a situation exist wherein a goal is to be achieved; and (2) learners be asked to consider how they would attain the goal (Cruickshank et al, 1999: 64).

2. Humanistic Theory

There are some humanistic approaches to teaching:

a. Teacher Effectiveness Training

Teacher effectiveness training (TET) was developed to encourage teachers to establish open, honest communication in the classroom using such techniques as active listening and conflict resolution (Cruickshank et al, 1999: 67).

b. Inviting School Success

Inviting school success was developed to get teachers to communicate to learners that they are responsible, able, and valuable people (Purkey, 1978 as stated in Cruickshank et al, 1999: 67)

c. Values Clarification

Values clarification refers to techniques by which learners (1) identify how they feel or what they believe about something; (2) value that feeling; and (3) if valued, act on it (Simon, Howe, and Kerschenbaum, 1972 as stated in Cruickshank et al, 1999: 67)

d. Moral Education

Moral education is akin to character education, values education, and citizenship education. All these techniques are designed to help learners develop more responsible behavior both in and out of school (Cruickshank et al, 1999: 67)

e. Multiethnic Education

Multiethnic education refers to educational practices that encourage learners to revere their roots and culture–ideas, customs, skills, arts, and so forth (Cruickshank et al, 1999: 68)

3. Behavioral Theory

There are some concepts of behavioral theory:

a. Contiguity

Contiguity refers to simple stimulus-response (S-R) pairings, associations, or connections, such as lighting and thunder, which occur closely together. When one thing, a stimulus, is regularly associated with another, a response, an S-R connection is established (Cruickshanket al, 1999: 68).

b. Classical Conditioning

Classical conditioning refers to learning that occurs when we already have an established connection (contiguity) between a primary or original stimulus and a response, and then pair a new, secondary stimulus with the original stimulus long enough that it

begins to evoke the original response even when the original stimulus is absent (Cruickshank et al, 1999: 69).

c. Operant Conditioning

Operant conditioning refers to learning facilitated through reinforcement. Operant conditioning is based upon a pleasure-pain view of human behavior (Cruickshank et al, 1999: 69).

d. Social Learning

Social learning is called observational learning. It means that one can learn a lot by watching others. Learners must attend to someone's behavior (Cruickshank et al, 1999: 69).

2. The Nature of Learning

Hutchinson and Waters (1986:40) define learning as a mechanical process of habit formation and proceeds by means of the frequent reinforcement of a stimulus-response sequence. Learning is building knowledge and competency. It implies that the teacher helps learning process by giving stimulus and reinforcement to build knowledge and competencies.

Learning can also be defined as a relatively permanent change in a behavioral tendency and is the result of reinforced practice (Brown, 2000:7).

Brown (2000: 7) states some domains of learning:

a. Learning is acquisition or "getting".

b. Learning is retention of information skill.

c. Retention implies storage system, memory, cognitive organization.

d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.

e. Learning is relatively permanent but subject to forgetting.

f. Learning involves some forms of practice, perhaps reinforced practice.

g. Learning is a change in behavior.

Stevick (1976) stated that learning, particulary language learning, is an emotion experiene, and the feeling that the learning process evocation will have a crucial bearing on the success or failure of the learning. The importance of the emotional factor is easily seen if we consider the relationship between the cognitive and affective aspects of the learner. The cognitive theory tells us that learners will learn when they actively think about what they are learning, but this learning factor presupposes the affective factor of motivation.

From those statements, it can be concluded that the definition af language learning is a process of habit formation to form knowledge and competencies about language by means of a stimulus-response sequence and the feeling that the learning process will have a crucial bearing on the success or failure of the learning which the result is relatively permanent change in behavior.

3. Teacher's Role

Education needs much teacher roles in teaching. Essentially, teachers have two major roles in the classroom:

a. To create the condition under which learning can take place: the social side of teaching;

b. To impact, by a variety of means, knowledge to their learners: the task oriented side of teaching. (Wright. 1987: 51)

A primary function of teachers' management role is to motivate the learners and to nurture those who are already well motivated to the task of learning of foreign language; there are several ways in which teachers can achieve this:

a. Adopting a positive attitude towards the learners.

b. Giving pupils' meaningful, relevant, and interesting task to do.

c. Maintaining discipline to the extent that a reasonable working atmosphere is established.

d. Being motivated and interested them.

e. Involving the learners more actively in the classroom process in activities that demand inter-student communication and co-operative efforts on their part.

f. Introducing learners to the concept of self-appraisal and self-evaluation through reports and discussion.

g. Giving positive feedback on written assignment.

h. Encouraging pride in achievement by allowing learners to display their work on the classroom walls and notice boards.

From those explanations, teacher has the main roles to be facilitator and motivator. Teacher should facilitate the students to learn what they concern with the teaching and learning process and also teacher should motivate them to learn. All teachers should aim to enhance to optimum achievement of learners. A teacher should apply the most efficient methods, strategies, procedures, and principles so that learners will develop to the full extent of their capabilities.

4. Learner's Role

Mouly (1968: 329) has proposed five roles of learner which are effective for the majority of the students:

1. Learners should make efficient use of study time. The students must make a habit of scheduling their study period and getting to work promptly.

2. Learners should emphasize understanding. The practice of organizing, outlining, and synthesizing generally pays off in increased understanding, greater retention, and greater transfer. The students should also strive to increase their vocabulary, comprehension, and reading speed.

3. Learners should get acquainted with the library. Ability to skim several sources for additional information is an important contributor to scholarship.

4. Learners should make periodic reviews of the material. Learners should learn to take functional notes in connection with class and library work as well as their basic texts.

5. Learners should become ego-involved in the learning. Commitment to meaningful goals is an essential aspect of a functional education.

Students have the role to emphasize understanding in teaching-learning process. What they do during teaching-learning process should aim to support their understanding in learning.

5. English Teaching Method

There are many methods used in English teaching, they are :

a. Content-Based Instruction

Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquie, rather than around a linguistic or other type of syllabus (Richard & Rodgers, 2001: 204).

b. Content-Based Instruction

Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or other type of syllabus (Richard & Rodgers, 2001: 204).

c. Communicative language teaching method (CLT)

In this method, the learners learn language through using it to communicate. The authentic and meaningful communication should

be the goal of classroom activities. The communication itself involves the integration of different language skills. Learning is seen as a process of creative construction and involves trial and error (Richard & Rodgers, 2001: 172).

d. Cooperative Language Learning

In Cooperative Language Learning, group activities are the major mode of learning. Group activities are carefully planned to maximize students' interaction and to facilitate students' contribution to each other's learning. Cooperative language learning activities can also be used in collaboration with other teaching method and approach (Richard & Rodgers, 2001: 201)

B.   Review on Cooperative Language Learning (CLL)

1. The Nature of Cooperative Language Learning (CLL)

Cooperative learning is a group of learning activity organized so that learning are depend on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and motivated to increase the learning of others. (Olsen and Kagan, 1992: 8).

Cooperative Learning offers ways to organized group work to enhance learning and increase academic achievement. Cooperative Learning is carefully structured- organized so that each learner interacts with others

and all learners are motivated to increase each other's learning (Kessler, 1992: 1).

As what Kessler (1992) stated in cooperative learning propounded by Dewey and others, it is an approach to education based on the philosophy that education should be learner centered and learner directed; that learners can be teachers; and those teachers are guides and facilitators rather than the source of all knowledge and direction.

From the definition above, it can be concluded that cooperative learning is a group of learning activities that there is an interaction of each learners and motivated to increase each others learning.

2. The Benefit of Cooperative Learning

Kesser (1992: 7) states that cooperative learning offers three major benefits:

a. Cooperative Learning provides a richness of alternatives to structure interactions between students.

b. Cooperative Learning content area learning and language development needs within the same organizational framework.

c. The variety of ways to structure student practice with lesson material increases opportunities for individualized instruction, such as peerprovided

d. clarifications.

Besides, Slavin (1995: 16) says that Cooperative Learning improves learners motivation because of the rewarding group based on the

group performance. It encourages the learners to exert maximum effort. In language teaching Cooperative Learning goal is to enhance learner motivation and reduce learner stress and to create a positive affective classroom climate (Richards, 2001: 197).

3. Type of Cooperative Learning

There are many kinds of Cooperative Language Learning (CLL), they are: Students Team Achievement Division (STAD), Jigsaw, Think Pair Share, Think Pair Square, Round Robin, and Numbered Head Together. In this research, the researcher only focus on Think Pair Share and Numbered Head Together as the method of teaching English in SMKN 1 Sawit Boyolali.

a. Think- Pair- Share

According to Arend (1997: 122) Think Pair Share challenges the assumption that all recitations or discussions need to be held in whole group settings, and it has built-in procedures for giving students more time to think, to respond, and to help each other. Think- Pair- Share employs three following steps:

Step 1 – Thinking : the teacher poses questions or issue associated with the lesson and asks students to spend a minutes thinking alone about the answer of the issue.

Step 2 – Pairing : the teacher asks the students to pair off and discuss what thinking about. Interaction during this

period can be sharing the ideas if a specific issue was identified.

Step 3 – Sharing : in the final step, the teacher asks the pairs to share what they have been thinking about with the whole class.

Think-Pair-Share allows students to think about a response before sharing them with another student or the class. Students are often more willing to share an idea with a partner than speaking up in the class. This strategy allows them to try out their ideas in a supportive dialog with a partner. Thinking and talking about an idea also helps students sharpen their ideas as they listen to others. If the students are asked to report out to the whole class, more confident students get a chance to volunteer the answer for their pair, while less confident students still hear their ideas presented.

b. Numbered- Head- Together

According to Arends (1997: 122) numbered heads together is a method to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. The steps are:

Step 1 – Numbering : teacher divides students into three to five member teams and has them numbered off so each student on the team has different number between 1 – 5.

Step 2 – Questioning : teacher asks students a question or information.

Step 3 – Heads together : students put their heads together to figure out and make sure everyone knows the answers.

Step 4 – Answering : A teacher calls a number and students from each group with that number raise their hands and provide the answers or information to the whole class.

All of member had to master the topic that they are discussed because they had to be ready to answer teacher's question when the teacher call their number. So there will be interaction between the members of each group to discuss about the topic.

C.   Teaching and Learning English for Senior High School Students

In Senior High School Students, the English materials are more complex than the previous levels. It needs more students' attention to focus on this subject. But there are still many problems faced by the students in understanding this language. The problems come from the learner and the teacher. Most of students have not yet seemed learned actively in the teaching learning English and the English teacher had not yet fully executed his performance. This is correspond also with Suwarsih Madya's statement (2004:1), "as determinant of efficacy of learning and teaching, teachers of English at junior high school (SLTP) and at senior high school (SLTA) have not yet showed real teacher figure". Their teaching still fetches up all

standing at matter from schoolbooks without caring to minds, feeling, and progress of the students' learning. During the teaching and learning activities, the English teacher has not yet powered all his potency so that most of the students have not yet reached individual competence which needed following lesson of continuation English.

Besides that, most of the students have not learned coming up with level of communication in using English maximally. They should improve the skill of memorizing vocabularies, reading and writing in English words, and also find the best method to study English easily. So, they can apply English effectively in everyday communication in the right contextual by using English either in oral or in writing.

There are many aspects created to improve the students competence in English but the teaching and learning activities still has not yet been evaluated as a whole. The result of English teaching and learning was evaluated by Depdiknas separately with process of learning and teaching English evaluation till now so that cause or problem faced by the teacher of English in managing the activity of learning and teaching English in class has not yet been expressed as a whole. And so do the problems concerning the teacher's performance, personality of English teacher of, facility which required for supporting teaching and learning English, and also

students' behavior to learning and teaching English has a limit enthusiasm. In consequence, the process and output of teaching and learning English hardly require to be evaluated in a unity.

D. The Previous Related Study

The researcher presents the previous study dealing with the topic. The title is Implementing Cooperative Language Learning (Cll) To Improve Students' Speaking Skill written by Yuli Dwi Kurniawati, a student of English Teacher Training and Education Faculty Of Sebelas Maret University.

In this previous research, the researcher uses a classroom action research design with the junior high school students in SMP Negeri 5 Surakarta as the object. She describes about the implementation of the Cooperative Language Learning in that school. Although the focus is the same, actually there is a difference. The previous related study discusses about the teaching learning activities in the large scope, in some subject, while in this research the researcher would like to discuss teaching-learning in English Subject. The previous research study on the international standard school design while in this research, the researcher's will discuss about the implementation of the CLL method in the second grade students at SMK N 1 Sawit Boyolali in Academic year of 2013/2014.

CHAPTER III

THE RESEARCH METHODOLOGY

A. The Research Design

In this research, the researcher used the descriptive qualitative method. Descriptive research involves describing and interpreting events, condition, or situation of the present. Meanwhile, qualitative research is a research method based on naturalist paradigm that has some characteristics. Firstly, the realities are multiple and holistic. Secondly, the knower and known are interactive and inseparable. Thirdly, hypothesis is bounded by time and context. Fourthly, the causes and effect are impossible to be distinguished. Fifthly, the inquiry is value-bound (Lincoln and Guba, 1985: 37). The researcher reported a qualitative method in the form of case study, because the study discussed was related with the activity or process of teaching and learning in the classroom.

According to Creswell, John W (1998:15) Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher build a complex, holistic picture, analyzes words, reports detailed views informants, and conducts the study in a natural setting.

Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (non numerical) data in order to gain insights into a particular phenomenon of interest. (Gay, L. R.dkk, 2006: 9)

Lexy J Moleong (2007:4) quoted the definition of qualitative from Bogdan and Taylor as a research procedure that product the descriptive data such written words or spoken words from people or activities that can be observed.

Winarno Surakhmad (1994:139) stated that the descriptive qualitative research is expressing and interpreting the data, for instance the situation, the relation, events, views or happening process, the appearanced differences, the appearance inclinations or the discords and many others.

According to Seliner and Shomany (1989), descriptive research involves a collection of techniques used to specify, delineate or describe naturally occurring phenomena without experimental manipulation. Elliot and Kratochwill (1999: 34) stated that descriptive study is a research in which the investigator examines and reports things the way they are in an effort to understand and explain them. That is why the research was based on qualitative descriptive. Qualitative descriptive research is a method choice when straight descriptions of phenomena are desired.

From these statements, it can be concluded that descriptive qualitative research is a research that put forwards the data collecting or the problem reality based on the things explored by respondences and the data collected are words and picture, not number.

B. **Research Setting**

The researcher chooses SMK Negeri 1 Sawit Boyolali as the setting of the research. It is located at Solo – Yogya street km 15 Bendosari, Sawit, Boyolali.

C. Source of Data

According to Lofland as quoted by Moleong (2004: 112) sources of data in qualitative research are words and events, for the additional data can be documents or others. The research data in this study were collected in the form of information about the teaching-learning activities at SMK Negeri 1 Sawit Boyolali.

The sources of the data in this research included events, informants, and documents.

1. Event

   The event in this research is in the form of the teaching and learning activities in the classroom of English Subject in the second grade students of SMK Negeri 1 Sawit Boyolali.

2. Informant

   Informant which in descriptive qualitative research is often called as respondences are people who give the information for the research. The informant of this research is Mrs. Gadis Mulyani S.Pd because she is the English teacher who is responsible for the English lesson in the school and some students of XII Farmasi II, XII TKR I and XII TKR II. XII Farmasi II consist of 36 students, XII TKR I consist of 36

students and also XII TKR II consist of 36 students in SMK Negeri 1 Sawit Boyolali. The English teacher will be the key informant of this research. Another data will be found from the English teaching-learning process through observation.

3. Document

The documents of this research will be taken from printed and recorded materials concerning the use of cooperative language learning in English teaching-learning activity at the second grade students in SMK Negeri 1 Sawit Boyolali. The documentation data in this research include lesson plan, syllabus, school profile and students' score list. It is also found from the recording of the students' activities and from interview with the teacher and students.

D. The Research Instrument

The instrument of this research is the researcher herself because the research is the descriptive qualitative research. Nasution (1992: 55) stated that in the descriptive qualitative research, the researcher is the main instrument. The researcher has the main role in looking for the data or information related to the teaching-learning activities that the researcher focused on.

The researcher also uses some supporting instruments, like tape recorder, camera, and notebook to support in collecting the data from the research field.

E. The Technique of Collecting Data

The data collecting technique are:

1. Observation

   Observation is an activity of viewing the research subject in detail. Suharsimi Arikunto stated that observation is an effort of doing research in order to gain the information to another people in order to get the people are able to give the information needed (Arikunto, 1998: 136). While Cholid Narbuko & Abu Achmad stated that observation is a tehnique of collecting the data which is done by observing and note taking the phenomenon appeared sistematically (Cholid and Abu, 1999: 30).

   In this study, the researcher will observe the activities in classroom, about the process of the teaching learning using the cooperative language learning method.

NO	DAY / DATE	CLASS
1	Monday, February 2nd, 2015	XII Farmasi II (36 Students)
2	Tuesday, February 10th, 2015	XII TKR I (36 students)
3	Wednesday, February 11th, 2015	XII TKR II (36 students)
4	Saturday, February 14th, 2015	XII Farmasi II (36 Students)
5	Saturday, July 11th, 2015	XII TKR I (36 students)

2. Interview

Lexy J. Moleong quotes that interview is a conversation with certain purposes which is done by two sides as the interviewer and the interviewee (2002: 135). Additionally, Allison et al (1996: 25) says that interview is a face to face situation in which the researcher set out the elicit information or opinion from a subject.

By this technique, the researcher made an interview with one of English teacher using CLL method. The topic of the interview was about the teaching-learning using CLL in English subject at second grade students of SMK Negeri 1 Sawit Boyolali in the 2014/2015 Academic year.

3. Document Analysis

According to Sutopo (2002: 69) written documents are sources of research, which are often having important role in qualitative research. It is used in the research because of some reasons. Document is the source of research, which is stable, rich, and supported, it is as evidence to a testing and it has natural characteristics. The documents used for the data are lesson plan, syllabus, students' score list, and the recording of the students' activities.

4. Questionnaire

The researcher uses questionaires to support the result in validating the data. Arikunto (2006:151) defines that questionnaire is a set of written questions used to obtain information from respondents in the form of their

own personality and things they know. The researcher gives questionaires to 36 students in three classes and also the researcher uses 11 questions each student (in appendices) in order to know about their difficulties they face in learning english, the students' opinion about the English teaching and learning activities in their class, about students' difficulties in learning English, the students' understanding, and their improvement.

F. The Technique of Analyzing Data

The data analysis used in this research is inductive analysis. It is a kind of analysis that finds the specific activities and then concludes them generally. It will be combined with the interactive analysis. The stage of analyzing the data in interactive analysis model will help the researcher to finds the specific activities and to conclude them generally.

The stage is:

1. Data reduction

    It is meant by the process of choosing, centering, sampling, abstracting, and transforming the raw data from the field note. After collecting the data, the data reduction is done continuously. In the observation data collecting, there are many things observed. The researcher chooses only the things that represent the implementation of the CLL method and the things represent the supporting factors and the impeding factors of the implementation and so do in the interview and the documentation.

2. Data serving

It is the data that had been arranged. The data is possible to give the possibility of taking the conclusion and action. The data is arranged as the description data in order to describe the phenomena happens.

3. Taking the conclusion and verification.

Based on the data served, the researcher takes the conclusion.

Simply, the process of the data analysis can be described as:

Picture source : Mattew B. Milles and A. Michael Hiberman

$$Percentage = \frac{value\ decrease}{Value\ before\ decline} \times 100\ \%$$

G. The Trustworthiness of the Data

In analyzing the data, the researcher also needs to analyze the validity of the data sources to get the valid data. To prove the trustworthiness of the data, the researcher uses the triangulation technique. Triangulation technique is the technique of examining the trustworthiness of the data which uses the

things outside the data in order to examine the data and to be comparer of the data. (Moleong, 2002: 178).

Patton (1984) stated that there are four kinds of triangulation. The first is data triangulation or source triangulation, in which the researcher uses some source in collecting the data to make validation. The second is investigator triangulation in which the validation of the data can be examined by some researchers. The third is methodological triangulation, in which the researcher can validate the data by using some technique in collecting the data. Then the theoretical triangulation is used with more than one theory to discuss related to the topic discussion.

The triangulation used in this research is the methodological triangulation. In validating the data, the researcher compares the data she found during observations, the data found from the interviews and questionaires. After observing the process of the teaching learning process, the researcher does the crosschecking by comparing them to the data of interviews and questionaires.

CHAPTER IV

THE RESEARCH FINDING AND DISCUSSION

A. The Research Finding

This chapter presents the research findings and discussion related to the answer of the problems statement. The research finding consists of the description of the data found including 3 parts. The first is the description of the teaching-learning activities using cooperative language learning in English subject at twelve grade students. The second part is the problem faced by the teacher and students in the teaching learning activities. The last part is the right solution in solving the problem in the teaching and learning activities at SMK Negeri 1 Sawit Boyolali.

1. The Description of the Teaching-Learning Activities using Cooperative Language Learning

In the research field, the researcher got the data about the implementation of cooperative language learning in teaching-learning activities in twelve grade students of SMK Negeri 1 Sawit Boyolali. The researcher collects the data by observation, interview and document. The detail of classroom observations and interview results are stated on the field note of the research in appendices while the document is stated in the lesson plan document. The researcher takes all of the data of the study relating the English teaching-learning method in the twelfth grade students of SMK Negeri 1 Sawit Boyolali.

The teaching-learning activities will be described into several points, such as: (1) The model of teaching-learning activities, (2) The teaching strategy, (3) The syllabus and lesson plan, (4) The material use, (5) The Media Used, (6) The communication in teaching-learning activities, (7) The teacher's Role, (8) The learner's Role.

a. The model of teaching-learning activities

In this part the researcher discussed the model of teaching-learning activities consist of the description of the teaching-learning procedure and the model of teaching-learning four skills in English.

Based on the observation in the research field the model of teaching learning activities in SMKN 1 Sawit Boyolali using Cooperative Language Learning. It can be seen from the way of teaching by the teacher during research activity. In collecting material the researcher follows the teacher and sit on the back chair of the class while the teacher explaining the material of the lesson.

In the reseach field, the researcher found some pronunciation problem faced by student. The problems of pronunciation faced by the students can be solved by practicing their right pronunciation that they got from the drilling technique to others. If their friend still had wrong pronunciation, the other friend can help them to say in the right pronunciation. When they want to produce right grammatical sentences and English words, they might have group discussion to share their idea.

Cooperative learning is student centered. So they will be more active to share their ideas better than just listen to their teacher explanation. Cooperative language learning was appropriate for the students because one of the characteristics of cooperative language learning is a group of learning activities that there is an interaction of each learner to increase the motivation each others. It means that in delivering ideas, students need to talk, and through this way, students' speaking skill can be improved since the purpose of cooperative learning itself is students' interaction or to make students talk

1) The procedure of teaching-learning activities

Based on the observation and the data found from the lesson plan, the procedure of teaching–learning activities in English subject of twelve grade students in SMK Negeri 1 Sawit Boyolali is divided into three steps, those are opening, main activities, and closing.

First is opening, the teacher opened the meeting by saying *basmalah* together. It is one of the religious aspects in the character education. Because from the first the teacher knew that all of the students in the class are Muslim so he invited all of students as the Muslim one to say *basmalah*, in the name of Allah the most graceful and the most merciful, in order to remember Allah before doing the activities in the English lesson and wished all of the activities would be easy by the grace of god.

After opening, the teacher checked the students' attendance list and asked the previous meeting activity. She asked like, "Is there any homework or assignment? What's material we discussed last week?" By asking those questions students would remember and review the previous lesson that had been learned because the materials always have the relationship with the other materials.

In checking attendance, the teacher did not check name one by one because calling 36 students needed much time. She just asked like, *"Anyone absent today? Who is he/her?"* Based on the document of attendance list, most of students in grade twelve always attended the meeting diligently. Almost all of them were not absent without any reason, except illness or any agenda that were explained on the permission letter.

During the teaching-learning activities, the teacher and students always used English as a language in their communication. It is one of the teacher's rules that have been agreed by the students since the first time they meet on the first meeting.

In the main activities, the teacher only used Think Pair Share and Numbered head Together as the method in teaching larning process of the tewelve grade student of SMKN 1 Sawit

Boyolali. There are some steps in Cooperative Language Learning using Think Pair Share and Numbered Head Together:

a) Think Pair Share

It is used for giving students more time to think, to respond, and to help each other. Think- Pair- Share employs three following steps:

Step 1 – Thinking : the teacher poses questions or issue associated with the lesson and asks students to spend a minutes thinking alone about the answer of the issue.

Step 2 – Pairing : the teacher asks the students to pair off and discuss what thinking about. Interaction during this period can be sharing the ideas if a specific issue was identified.

Step 3 – Sharing : in the final step, the teacher asks the pairs to share what they have been thinking about with the whole class.

Think-Pair-Share allows students to think about a response before sharing them with another student or the class. Students are often more willing to share an idea with a partner than speaking up in the class. This strategy allows them to try out their ideas in a supportive dialog with a partner. Thinking and talking about an idea also helps students sharpen their ideas as they listen to others. If the students are asked to report out to

the whole class, more confident students get a chance to volunteer the answer for their pair, while less confident students still hear their ideas presented.

b) Numbered Head Together

According to Arends (1997: 122) numbered heads together is a method to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. The steps are:

Step 1 – Numbering : teacher divides students into three to five member teams and has them numbered off so each student on the team has different number between 1 – 5.

Step 2 – Questioning : teacher asks students a question or information.

Step 3 – Heads together : students put their heads together to figure out and make sure everyone knows the answers.

Step 4 – Answering : A teacher calls a number and students from each group with that number raise their hands and provide the answers or information to the whole class.

All of member had to master the topic that they are discussed because they had to be ready to answer teacher's question when the teacher call their number. So there will be interaction between the members of each group to discuss about the topic.

Then the last activity was closing. Before closing, the teacher reviewed, concluded and gave exercise based on the material discussed in the teaching-learning activities.

In teaching grammar, teacher showed the models of sentences that almost the same but in the different example. The sentences were showed on the power point view with such modification in every step arranged the sentence. In this activity the students got chances to pay attention, build understanding, discuss with pair, and then guess the pattern. Then together with the teacher they make the formula of the sentence, for example when the learning of modal or tense.

In teaching modal or auxiliary, teacher did not show the pattern at the beginning like the model of deductive learning. But she gave examples of sentence that contain auxiliary about three until seven examples. The power point view was designed in variation types. There was different color between subject, auxiliary, and the object. And then to make the view more details, she added a line which was characterized the use of auxiliary in the sentence. She also showed the example of sentence without auxiliary and sentences that constructing with auxiliary. From the all examples students could take a conclusion that the sentences have the same pattern. When the teacher gave a little stimulus, many students guess it. They

wanted to explain their ideas. That is one of the teacher's ways to make an active learning. The teacher used inductive learning because it is easier to memorize by the students than deductive learning method.

It is in line with the teacher's statement,

> *"When we give examples first, the students will think about the way constructing the sentence or that usually we called as pattern or formula. The sentences are different but there is one that mostly similar. Then they all raise hand to deliver their opinion and I like it because they can be active directly. If students can formulate the pattern, it will be the long-term memory for them. At least, they have met the sentence like that".* (Interview with teacher GD on Monday, February 2nd, 2015)

In teaching vocabularies, the teacher gave tips to memorize the vocabulary. Like the students explained in the interview.

> *"The teacher always gives us motivation, critical if we have many mistakes, after that he gives us advices to solve our problem. For example, we have a really few of vocabulary. So he gives a tip. The way is we write the new word after that we search in the dictionary, after that write in the one of paper and*

we must put in front of our table of study. So we can

see every time we study, I think we will remember it."

(Interview with student on Monday, February 2nd,

2015)

Teaching four skill of English

The teacher's model in teaching-learning activities is varieties. It is based on the topic discussion that will be learned. Usually the teacher uses the cooperative language learning method because the method is appropriate to teach English. In the teaching process the teacher implement this method in an integrated manner. It means sometimes the teacher teaches one topic covers the four skills of English.

The cooperative model could be seen when the teacher gave assignment to the students about review text. The teacher divided students into several groups. One group consisted of two or three persons for numbered head together teams. Each group got one genre review text that different with another group. The first group can get the descriptive genre, then second group narrative genre, third group news item, forth report, and then the next group with the other different genre text. From the group, the teacher asked students to find a text related to the genre text that they get. It can be from news paper, the procedure about how to make a noodle, or from another source. For example the second group,

they choose procedure genre about 'how to make a noodle' text to be analyzed. After getting the text, the group should analyze and resume it into several key points that were included in the power point. After constructing passage in power point, they could present it in front of class.

From that group discussion, the teacher could take some assessment. He could take the score of speaking skill from the way they presented in front of class, like the pronunciation, the fluency and the contact with the audience. The listening skill could be taken from their understanding with what the speaker said in front of the class and taken from the way the presenter response and answer the audience questions and suggestion. If the group could understand the speaker mean, it means that they had enough skill listening competence. Then the competence in reading and writing can be seen from the group discussion result in the power point view. The students understanding of the summary in power point can be the students reading score. And then in writing can be taken from the way students made a passage in review text. Like the compatibility of constructing sentence in the passage, the punctuation use, the context of sentence, and the tense.

Although it was the group presentation but the teacher gave the different score based on the students' activities. From the presentation result, the teacher could see who was active and who

was not active in learning. The active one would get additional score from the teacher.

In the speaking skill, sometimes the teacher gave students assignment to make a short dialog in the real situation. The member of group was up to the students, with whom they wanted to discuss. Then the students took the video of the conversation and submitted in the form of CD. Then in the next meeting after submitted, the videos was played in class and be analyzed together. Teacher and students could give comment and suggestions. Usually the teacher gave suggestion by saying, "*It should be like this, the correct one is like that or like this*".

The teacher always tries to make the students understand all of the materials in the teaching-learning activities. She also makes serious efforts to improve the students' English competences by the interesting way. It can disappear the impression that learning English make the students feel bored. Sometimes the teacher uses a song besides movie or short video to teach English. She modified the English teaching that usually feel difficult to be easy and enjoyable.

Most of students feel that the teaching and learning activities using the cooperative language learning (CLL) are more fun. They can solve their problem a day by day. They get much vocabulary

after they do the teacher recommendation to bring the dictionary and look up to looking for some words that student didn't know the meaning and practice English words in communication.

In short, the teacher always provided the interesting activities that made the students interested in the teaching-learning process. In teaching, the teachers were not as the central point that talks every day. The teacher always facilitates and gives chance for students to be active in the teaching-learning activities because student is the center of learning.

b. The teaching strategy

The objective of using cooperative learning in teaching activities is to emphasize students become active in English communication. In teaching-learning English, the teacher used cooperative language learning method with communicative learning strategy. Based on the observation, the teacher usually asks the students to divide the class into several groups or pairs that consist of several persons. It can be divided by student attendance list, students competence, or randomly.

Teacher let the students communicate with their friends, discuss together about the materials and then deliver their discussion result. According to the teacher opinion, working in pair is the easy way to discuss material because they can work the cases together just

stays in their chair without moving to another desk. This is also taking a little time.

In using cooperative learning, teacher usually makes a group with the little members, like two until four. She seldom makes a group that contains more than five.

"In making group discussion, it is appropriate when we ask to make team that consists of three. Because I think five persons in a group is a maximal member. It will be more effective when the group contains two or three persons. They can work together based on the division in the team and they are more understood with the materials discussion". (Interview with student on Sunday, February 10th, 2015)

The teacher also added, *"If the members are too much usually not all of them work the assignment. Just the diligent one that works whiles the lazy one just doing nothing. It is not effective and not agrees with the teaching-learning goal".*

This condition related to the student statement in the interview about ineffective group discussion. She said, *"…………but from it I feel bored because my friend in my group is not help. So, I must write the review text, I must write it in the power point, and then in the presentation also me, then answer question also me. So I'm very bored*

and I don't like it." That is the student deep statement with the researcher in the interview on february 2015.

Based on the observation, interview and questioner, it could be concluded that in teaching-learning activities the teacher used cooperative learning but sometimes the implementation was not effective because not all of students worked together in the group assignment.

c. **The syllabus and lesson plan**

Before implementing teaching-learning activities, the teacher made a planning. Planning is the early stage of teaching that is the activities of arranging syllabus and lesson plan. Syllabus and lesson plan are prepared to be the basis of teaching procedure.

The syllabus model used in the twelve grade of SMK Negeri 1 Sawit Boyolali is still based on the implementation of KTSP curriculum. Based on syllabus the teacher made lesson plan and then the teachers conducted the teaching-learning activities. From the analysis of the documents, the syllabus and the lesson plan contain the subject identity, basic competence, standard of competency, indicator, main materials, teaching-learning activities, evaluation or assessment, time allocation, and completed with the source of material used.

Based on the interview, the teacher's references in arranging the syllabus and lesson plan are the standard of competence and the basic competence, and then she developed them by his creativity and

students' ability. The content of the syllabus involve the achievement of the four English skills (listening, reading, speaking, and writing), language components (vocabulary and grammar) and expression. Based on the document study, it was found that the syllabus and lesson plan of English subject used Indonesian language. The researcher concludes that the syllabus made by the teacher is suitable with the format based on KTSP curriculum. It means that the teacher understands and has capacity to make a syllabus correctly.

The other consideration in developing the syllabus and lesson plan is the facility available in school. SMK Negeri 1 Sawit Boyolali is one of the schools that rather has appropriate in facility. The teacher used the facility to support in the teaching-learning activities, like the multimedia, laboratory, and the internet access.

Related to the consideration above, in taking score or assessment, there is midterm test, daily test, and final test. It could be individual or group assessment that could be practical in oral test, performance or written test, in essay or multiple choices.

d. Materials Used

In teaching English, the teacher uses the handbook of *Look Ahead* book published by Erlangga which also becomes the handbook for the students.

This book is designed agree with the students' needs completed with CD or cassette to listening. It provides the materials and exercises for every English skill. The teacher also uses the other references to be the materials for teaching English, like the students worksheet made by MGMP.

e. **Media Used**

In English teaching, the teacher used multimedia to support the teaching-learning activities. Media that the teacher implemented is the use of power point in the teaching-learning activities. The teacher modified the view with suitable design and inserted the power point with the sounds or movie. The slide show was shot at the screen with the LCD's projector.

Sometimes in giving the additional instructional material and giving the students understanding, the teacher just wrote on the white board and explained it orally. Media used in teaching and learning activities are including movie and video.

The use of power point in the teaching-learning activities

f. The Communication in Teaching-Learning Activities

Communication is the fundamental aspect that should be concerned in teaching-learning activities. According to the researcher observation, the teacher always uses English as the language to communicate during the lesson. He tried to make the students familiar with English by practicing in the communication.

In interview with the students and the teacher, the researcher also used English in the dialogs. Using English to communicate during the lesson was not an easy thing for the students. It was because the students had the limited vocabulary mastery that made them afraid to say in English. Based on the observation, not all of the students could apply the English effectively. Some of them just said words represent their meaning in incomplete sentences, and then the teacher helped to revise the right way they should be said. Although students' words in a grammatical manner are still incorrect, the teacher believed that they could use English in the direct communication because they were still studying; they needed a process to speak English fluently.

In short, the communication in the English teaching-learning activities of the twelve grade in SMK Negeri 1 Sawit Boyolali uses English. If there were some students still had difficulty about the materials, the teachers explained it by giving clue of word in English but if there is nobody who knows the meaning, the teacher used Indonesian language in wished the question can be answered well.

For example, In teaching business documents, teacher did not show the format at the beginning like the model of deductive learning. But he gave examples of business letters that contain about three until seven examples such as letters, faxes, memoes, advertisements, brochures, forms, questionnaires. The power point view was designed in variation types. There was different color between letter head, date, address, salutation, letter body, complimentary close, signature. And then to make the view more details, she added a line which was characterized the use of each part of letter in the sentence. From the all examples students could take a conclusion that the business documents have the same pattern. When the teacher gave a little stimulus, many students guess it. They wanted to explain their ideas.

The interaction between students and teacher are good. They can be sender and receiver information. Students asked the teacher if they found difficulties in learning while the teacher also gave the students suitable solution.

g. **The Teacher's Role**

In the teaching-learning process the teacher's role are as the facilitator and motivator. Teacher also has role in managing and give evaluation in the teaching-learning activities. As a facilitator in the teaching-learning process, the teacher facilitates the students to express their ideas during the teaching-learning process.

As the facilitator in the instructional process, the teacher uses various strategies to create a supportive learning environment where the students feel comfort and willing to participate. It can be seen before the teacher conduct a teaching and learning activity; she always prepares the teaching and learning activity and makes the class condition comfortable for the students to study. The main role of teacher as facilitator is being the mediator between materials and students, and the teacher also helps the students in learning English.

As a motivator, the teacher motivates the students to study, *"Remember, dont forget to study by hard. Do your homework diligently because your future is on your own hand."* The meaning of giving motivation is that the teacher's support for the students to do the task well, feels pleasant, and has strength to study. The students have to be motivated although some students have awareness of the importance of studying. The teacher also motivates the students by giving feedback for the students' work. The feedback can be done by giving comment and corrections if the students make mistakes to finish the task. Teacher also motivates students by giving appreciation in the form of applause or compliment for students who right in answering question.

The teacher also has a role as the manager of class. The teacher has to create a well situated class that can make the teaching and learning process enjoyable. Based on the observation, the class is well

managed. The teacher can control the students and class situation. Sometimes the teacher makes jokes to make the students not feel bored.

The other important role of the teacher is evaluating the teaching and learning process. Evaluation is not only used to measure the students' achievement, but also used as feedback for the teacher. The evaluation is conducted to achieve competencies based on the indicators on the syllabus, based on the observation, attitude measurement, and students work.

h. The Learner's Role

The students' role is the central subject of the teaching-learning activity. As the main subject, the students are emphasized to be active in their learning activities. Based on the observation, the teacher tries to put the students as the main subject of instructional activity. The observation showed that by allowing the students to be active, they got better achivement in English teaching learning process.

In addition, the role of students in CLL classroom was as the contributor of knowledge and information. It was shown in the classroom observation that students had understood and known the lesson. The students' roles are as the actor of problem searching and solving information for example in one case the teacher give some title "how to send a bussiness document" after she devided the student into

nine group discussion with four member each team. In the same time, the student act as the explorer. They make a conversation with their friend and try to solve the problem by shared their ideas, and as the active participant in teaching-learning activities, they give presentation by standing in front of class and explain the whole result of their discussion.

2. The Problems Faced by The Teacher and Students in The Teaching-Learning Activities

In teaching-learning activities, problem is a thing faced by teacher or students that is reputed as inhibitor in the activities that should be solved. Based on the observation in teaching-learning English at twelve grade students of SMK Negeri 1 Sawit Boyolali there are some problems faced by the teacher in teaching learning process.

a. The Problem about Vocabulary Mastery

The commonest problems come from the students. It is related to the teacher's explanation in the interview at February 10th, 2015.

"I think the commonest problem comes from the students. For example some of them have a little vocabulary, and then they faced some problem in speaking competence. From the first I have said that in English learning all of us should use English in communication because we are studying English. But for the students with low vocabulary, he/she

didn't want to talk English in teaching-learning activities. So

the communicative competence should be improved. (Interview

with teacher on Tuesday, February 10th, 2015)

According to what the teacher said, twelve grade students' of farmasi II, TKR I and TKR II problems reside on the vocabulary mastery and the speaking skill. Based on the questioner result, the data shows that students who have problem in vocabulary mastery are about 40 students from 108 or 40 %. It means that the students have difficulty in memorizing vocabulary. Then, the problem on speaking skill is the common problem faced by the students. The questioner data of the students who have difficulty in speaking are about 65 students from 108 or 60%. It means that most of the students feel that they have low competence in speaking.

The minimum of vocabulary that students have influences on their speaking competence. It is like the student admission on the interview about the difficulties in learning English.

> *R   : Have you ever met the difficulties in English?*
>
> *S   : I think I always have difficulties, hehe… emm in the*
>
> *vocabulary. Yes, my problem is in the vocabulary.*

(Interview with student on Tuesday, February 10th, 2015)

There is also other admission stated by the other student who actually seldom faces difficulties in learning English but she states the most common problem faced by her friends. That is the difficulties in answering question and vocabulary.

R   : Have you ever met the difficulties in English?

S   : I think English is not very difficult because I little bit know the English word.

R   : Maybe do you know the most common problem faced by your friend?

S   : I think the students difficulty is on the answer question because not all the word in the text that we know, or vocabulary I mean.

(Interview with student on Tuesday, February 10th, 2015)

Teacher also added the other students' problem explained in the interview.

"...I think the other problem is come from the students that have low competence. It means that the one who has the lower competence than the other friends, maybe in the intelligence." (Interview with student on Saturday, July 11th, 2015).

b. The Problem about Self-Confident

The next problem faced by the students comes from the students itself. That is the self-confident. It is the physical aspect influencing someone in his or her activities. Like the student's admission in the interview. She said, *"Firstly, I feel unconfident when I'm in front of class. Emm, I say nothing words. I'm so nervous because I never practice".* (Interview with student on Wednesday, February 11th, 2015)

Based on the observation, interview and questioner, students that have low confident are hard to be active in class activities. One of the students who have difficulty on speaking skill said that they usually feel nervous when speaking English. Even when they are in their desk and required to give opinion about material discussed in the lesson, the unconfident students will say nothing, moreover when they are in front of class.

"They are afraid of making mistake in those words but they won't say anything because they have little vocabulary", said the teacher. (Interview with teacher on Wednesday, February 11th, 2015)

This condition makes the teacher tried to look for the appropriate strategy to solve those students' problems. Because teaching English means teaching a language, the learner should be able to practice the language in the communication.

c. **The Problem about the Management of School**

The other problem comes from the management of school. The teacher felt that the time of teaching is too limited about 45 minutes twice a week in every class while the materials that should be taught are much.

"I think the problem in teaching-learning activities that

faced by the teacher is the time. Yes, I think time for English

lesson is too limited. We just have two meeting times a week.

If see the materials and the allocation time is not match"

(Interview with student on Wednesday, February 11th, 2015)

The limited time makes the teacher works hard to manage the time properly.

> *"As you know students should understand all of the materials agree with the time that had been allocated. This condition makes teacher be careful in managing the time. But we know that not all students have the same competency, to make all of them understood clearly is not easy. Usually the students with low competence have lower achievement than the other. That is okay. The different students have different competence is usual".*

d. The Problem about Communication

Based on the questioner result, the students who have difficulty in reading is 55% or 60 students from total amount 108 students. It means that some students feel that they did not have enough competence in comprehending the reading text. In writing skill, 68 students said that the writing is difficult or about 63%. They feel hard to arrange the English words into sentences and passages. It is supported by the questioner data of students' difficulty in grammar, which is 70% or 76 students from 108. In teaching-learning listening skill, usually the students are hard to understand what the speaker said. The questioner data shows students that have problem in listening skill is 51% or 55 students from 108. It means that students feel difficult to find the keyword and the meaning of the statement. It happens because they rare to listen native speaker.

"Usually students who have listening problem is caused by their habitual that never listen to the native speaker dialog", said the teacher. (Interview with student on Wednesday, February 11th, 2015)

Sometimes communication can be the problem in teaching-learning activities, it because there is misunderstanding between teacher's instruction and students' comprehension in concluding the meaning of instruction.

"In communication, sometimes students have different perspective with the teacher's mean. One of the examples is when I gave the students assignment to make a dialog or conversation in the real situation, and then I asked them to submit the recording result or the transcription in the form of CD, then for the next meeting discuss and analyze together. I mean that the record is the students' performance in the form of video. But it is different with the fact, they submitted in CD but just the voice recording not the video. So I explain again what the task mean then studens understood and make a short conversation use handy cam". (Interview with the teacher on Wednesday, February 11th, 2015)

It is in line with the student's statement in the interview.

R   : *Related to the teacher's instruction, we know that teacher used full of English in teaching. Is it clear or not? Or maybe sometimes there is any misunderstanding?*

S   : *Oh, yes. I think there was any misunderstanding between us, between teacher and students. Because the teacher gave*

the instruction directly, not wrote on the white board or on the power point slide show. We just catch a little teacher's said that we must make a group, and then make the dialog in real condition, and then submitted the recording on CD. The recording I mean the voice recording. But the teacher mean is not like that, teaches mean is the video. and we must do the assignment on one day. Oh, it is the really misunderstanding.

R   : *Why didn't you ask the teacher first when he give the instruction that actually you actually haven't clear?*

S   : *Emm because I think it is right. And I think it was clear. Because when I asked our friends they have the same view with me. That just misunderstanding, I think.* (Interview with the student on Wednesday, February 11th, 2015)

From the result of the interview, it can be concluded that the teacher instruction sometimes also becomes the problem for the students in doing assignment. The instruction which is not detail makes misunderstanding perspective between teacher and students.

3. **The Solutions to Solve The Problem Faced by The Teacher and Students in Teaching-Learning Activities**

Problems in learning have to be solved immediately. For the first time, most of the students had some problems in English. After class modified in cooperativetive situation, they feel that the teaching-learning

activities is more enjoyable and easy to understand material. Based on the interview, the English teacher said that there were some ways to solve the problems in English teaching-learning activities of twelve grade students in SMK Negeri 1 Sawit Boyolali.

a. The Solution about Vocabulary Mastery Problem

To solve the problem in teaching grammar and vocabulary, the teacher use inductive strategy. "*In teaching grammar, I didn't show the formulation automatically. For example when teaching modal or auxiliary, I gave example of sentences in power point slide and gave the different color of word to know the point, and then show the modification about another example. Then with the students conclude the formulation. So the students really understand about the grammar structure.*"

The teacher said that the strategy he used is effective in solving the students' difficulties. He also added, *".... then about teaching vocabulary I always warn the student to bring dictionary every meeting. It can be used when they didn't know the English word".*

It is based on the student interview that said,

"*She gave the right way because some of students didn't know the meaning of some words in English. She always asks the students bring the dictionary so if we don't know the meaning of word, she asks the students to look up at the dictionary. I think she is a wise and he never show up the meaning what he say automatically.*"

(Interview with student on Saturday, February 14th, 2015)

The teacher also gives tips to the students in memorizing vocabularies. When the researcher observes the class the teacher recommended the students, *"If you find the new words, please write on a piece of paper with the translation. And then put in the pocket. Then read every time until memories in your mind."*

Based on the interview with student, the teacher always has an interesting way in solving their problem.

> *"She always gives us motivation, critical if we have many mistakes, after that she gives us advices to solve our problem. For example, we have a really few of vocabulary. So he gives a tips. The way is we write the new word after that we search in the dictionary, after that write in the one on paper and we must put in front of our table of study so we can see every time we study, I think we will remember it.*

(Interview with student on Saturday, February 14th, 2015)

b. The Solution about Self-Confident Problem

> *"As a teacher, certainly I have some efforts to solve the problems in teaching-learning. Like give students motivation to improve their English competence. I explain to them that English is not use just in here but it will be used for your life,*

after graduation". (Interview with teacher on Thursday, February 12th, 2015)

Related to the observation, the teacher builds the students motivation. She always motivates their pupils to speak up. Usually in the beginning of the lesson the teacher asks a question about something to be guessed by the students. But commonly just the same active students that speak up so the teacher calls the other one to give their opinion. Teacher just needs students' opinion to make the active learning in English.

".....I try by giving simple question to make them speak up. Even their answer is not really right, I said good, smart, awesome, great, smart boy. Those can be the amazing words for them. And then if they can explain the answer with the right reasons, I will invite all of students to give applause as the appreciation. They will feel happy and have spirit to try speaking in English without nervous".

(Interview with the teacher on Wednesday, February 11th, 2015)

"Sometimes if any student didn't want to say English, I force him to speak English. Because it is the best way I think. If we didn't force, he will never to say English. By forcing once or two times, day by day, it will be the habitual"

From the teacher explanation, the way to solve the students' problem is by motivate them and force them. Those are needed to train the students' awareness. Another way in solving the students' problem of self

confident, the teacher usually gave tips to the student. One of the students said,

> *"Firstly, I feel unconfident when I'm in front of class. Even will say nothing words. I feel so nervous because I never practice. Then, I get advice from teacher. I must write one of motivation word, like 'Hida must speak English now'. I write it and put it in my table study and bathroom. Seriously, it can motivate me to speak English and decrease my unconfident".*

(Interview with student on Saturday, February 14th, 2015)

In teaching-learning activities, teacher always uses English as the instructional language to communicate with the students in the teaching and learning process. He tries to build students awareness the important of English and the important to practice it. Like the teacher said to the researcher, *".... I explain to them that English is not use just in here but it will be used for your life, after graduation".*

c. The Solution about School Management Problem

Based on the class observation, in solving the limitation of time, the teacher always remembered the students, *"Listen about the sound in your spare time and read your question paper. Try to mind map the aim or purpose of the dialogs. Then you can analyze and guest what the speaker meaning in the conversation."*

The English teacher also said that the media used in learning can influence the students' attention. Besides using power point media, the teacher also uses movie in teaching learning activities. Teacher said, "*Movie is capable to catch students' attention so I asked them to watch west movie in their house and try to understand what the native speaker say. It can train the students listening and speaking competence. Because by watching the movie, they see the film, listen the dialogs, and know how to pronounce words in the real expression*".

In the interview, one of the student gives a comment about teaching-learning activities using multimedia. She said, "*About multimedia, I think it is good. We can learn English with another way, and it is interesting*"

There is also the other student' statement in the interview.

R   : W*hat is your opinion about the using multimedia in the teaching and learning activities?*

S   : A*fter Mrs. Gadis teach us the lesson never bored*

(Interview with student on Saturday, February 14th, 2015)

It can be conclude that multimedia used in teaching-learning activities is effective. It is more easy and interesting.

d. The Solution about Communication Problem

Another teacher's solution about communication problem is by doing group presentation activities. Presentation is one of the teaching techniques implemented by teacher in grade twelve to develop the student speaking competence.

It is related to the student statement on the interview.

R   : *What is your opinion about goup presentation?*

S   : *From the presentation, every student here can speak up, it is good for speak in front of class, it is good for personality. We will show the opinion, and then from it we will know who is the better, who is the worst. It is good make it in the habitual. And in the end we can know the students competence in the class.*

Another student also gave comment from the group presentation.

R   : *What is your feeling after performing the group presentation?*

Ap   : *I feel satisfied because I can explain my opinion. But for one that never practice in the daily activities it is little difficult. If presentation temporally do in the class it is good for students.*

On the other hand, another student gave the different statement.

R   : *What is your feeling after performing the group presentation?*

S : *Not really satisfied, because some of the audience didn't know my keyword and the argument are not really support the statement so I'm not really satisfied.*

B. Discussion

In the research finding, the researcher discusses three main points of research findings concerning with the teaching-learning activities using cooperative approach in English subject at twelve grade students of SMK Negeri 1 Sawit Boyolali which was observed from various dimensions.

Firstly, The application of the communicative approach in English subject of twelve grade students has some concern that have to analyze such as the : (1) The model of teaching-learning activities, (2) The teaching strategy, (3) The syllabus model, (4) The material use, (5) The Media Used, (6) The communication in teaching-learning activities, (7) The teacher's Role, (8) The learner's Role.

Secondly, The other aspects that have to analyze are, the problem faced by the teacher and students in implementing cooperative language learning in English subject at twelve grade students and the last is the solution of the problems faced by teacher and students in teaching and learning activities.

In the discussion section, the researcher tries to justify the description of research finding with the other relevant references or experts.

1. **The teaching-learning activities using cooperative approach in English subject**

Based on the research finding, the data found from observation and analysis of lesson plan show that procedure of teaching-learning activities is divided into three steps; opening, main activities, and closing. In the opening, there are the activities of praying, presence, and motivation.

The model of the teaching-learning activities as stated on the research finding is relevant to the teaching skill model stated in Cole and Chan theory. According to Cole and Chan (1994:6-12),

> *"In teaching skills model emphasizes the value of key instructional skills found to be important for all teaching at all grade levels. The approach focuses on areas like explaining, class management, questioning and related functions and the skills that relate to each of these areas. This approach concentrates on particular aspects of teacher behavior and the development of teaching skills in a wide range of subject matter domains."*

That is in line with the teacher's role in classroom observation that gave questions in the warming up session before the materials discuss in detail in the main activity. Another kind of teaching model related to the Cole and Chan, is behaviorist model.

> *The model promotes the belief that the teacher's primary role is to exercise control over students' behavior and the environment of learning. Many who support this model claim that the best form of learning is based on principles of conditioning.*

Based on these statements above, it means that the teacher carries out the teaching-learning activities based on the theory of teaching model.

Related to the communication in the classroom, the interaction between teacher and students uses English. There is a good interaction between teacher and students but both the teacher and students realize that it still has to be developed. The teacher's instruction should be interpreted well in students' perspective, and there should be encouragement to use English as instructional language in practical communication without worrying about the mistakes.

From the data found in research finding, sometimes there were still miscommunications between the teachers and the students. There was a different perception between teacher meant and students view about the instruction given to do the assignment. The teacher explanation was not understood well by students. It made the students review their work in the second times. It means that the teacher should give clear explanation when giving instruction, and students should clarify about the teacher mean to prevent the misunderstanding.

In teaching-learning activities there are strategies and method implemented to support the successful of learning purpose. Teacher implements the communicative language teaching method in English teaching in order to make the students be active in learning, be familiar with English, and can communicate in English. In strategy, the teacher implements the cooperative learning to build up students' social communication and train the students to discuss the topic learning in

group. Cooperative learning can be the problem solving of the students' confidence.

In implementing the cooperative language learning (CLL) method, the teacher uses multimedia as the supporting media in teaching-learning activities. It can take students attention and make the teaching-learning activities not bored. In giving the materials discussion, the teacher uses power point slide with appropriate design to make the material easier to understand and memorize. Teacher also uses movie and short video relevant to the topic discussion and uses hand book *Look Ahead* and other materials. Like students worksheet, listening CD, and browsing internet. The material and media that teacher used can support the students' need in learning English.

The syllabus and lesson plan design that teacher made are still based on the format of KTSP curriculum because the format of final examination still uses KTSP. Based on the research finding, the teacher made lesson plan before conducting the teaching-learning activities. Making lesson plan for planning give some benefits for teachers;

1) It saves times: the teacher can adapt the plan for the future use, the teacher can get quicker at preparing at work with experiences, the teacher can become aware of how much time activities take.

2) It allows the teachers to use more of their energy and enthusiasm to enjoy what they are doing instead of worrying about what to do next, or looking at the next page of the book.

3) As pupils get older, they become more aware of how well prepared the lesson is, and they like to have well prepared lesson.(http://www.lessonplanpage.com/WriteLessonPlan.htm,24 April 2014)

The teacher uses lesson plan as the guide of teaching and learning activities. Based on *PP no 19 tahun 2005 pasal 20*, lesson plan is a plan that shows the teaching procedure and the teaching organization to achieve one basic competence stated in Standard isi and in the syllabus. In this case, the lesson plan has covered all of things related to the teaching and learning activity in order to reach the basic competence. The teacher makes the lesson plan based on "*Panduan Pengembangan Rencana Pelaksanaan Pembelajaran*". Based on the *"Panduan Pengembangan Rencana Pelaksanaan Pembelajaran"*, in that guidance, the format of the lesson plan is determined. The format of the lesson plan that the teacher made consist of the standard competence, basic competence, time allocation, indicator, learning material, learning method, the teaching and learning activities, students worksheet, source of the material and evaluation. The lesson plan consist of standard competence, basic competence, instructional objectives, time allocation, indicator, learning material, leaning method , the teaching and learning activities, students worksheet, source of material and the evaluation.

In the research findings, the researcher found that the teachers determine the instructional objectives in the lesson plan. The instructional

should be determined, because the instructional objectives are the target competence that the students have achieved. The choice of the next, the selection of the type and order of assignment, the choice of the teaching techniques and all of the decision involved in course planning should be derive from the objectives of the course. The instructional objectives are formulated in the form of operational sentence of the basic competence.

In identifying the indicator in lesson plan, the teacher looks at the basic competence that has to be achieved by students. The indicators written in lesson plan are match with the basic competence and the standard competence in the syllabus.

The teaching method that teacher used is based on the material discussion. The teacher chooses the teaching method that appropriate with the topic of the lesson and the students' interest. It is interested to create the effective teaching-learning activities.

In the planning activity, the arrangement of lesson plan cannot be separated with syllabus. It is an instructional plan of a group of subjects matter or topics which consist of standard of competency, base competency, teaching materials, teaching and learning activities, indicators, evaluation, time allocation, and teaching and learning sources. According to Richard (1993:20) the term syllabus has been used to refer to the form in which the linguistic content is specified in a course or method. Syllabus should cover the competence that the students have mastered,

how to make the students master the competence, and how to know the students' mastery the competence. The components of the syllabus are standard competence, basic competence, the leaning material, the teaching and learning activities, indicator, evaluation, time allocation, and the source of the materials.

In the research finding, the teacher developed the syllabus agree with the students' competence and facility available. The content of the syllabus involve the achievement of the skills (listening, reading, speaking, and writing), language components (vocabulary and grammar) and expression. Based on the document analysis, the developing syllabus made by teacher is suitable syllabus agree with the rules of KTSP curriculum. The general principles in developing a syllabus are stated in *"Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah"*. The principles in developing syllabus are scientific, relevant, systematic, consistent, actual, and contextual, flexible and comprehensive. The syllabus can be developed by individual teacher, group of teachers in a school or schools, *MGMP (Musyawarah Guru Mata Pelajaran),* and the education department. The steps in developing syllabus are:

1) Examine the standard competence and the basic competence

2) Identify the teaching material

3) Develop the teaching and learning activity

4) Determine the indicator

5) Decide the evaluation

6) Decide the time allocation

7) Decide the source of learning material

In cooperative method, the teacher also needs to evaluate the students' achievement. Related to the evaluation, Dianne Larsen and Freeman stated,

> *"A teacher can informally evaluate his students' performance in his role as an adviser or co-communicator. For more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function." (Larsen and Freeman, 2000: 132).*

Based on this statement, it can be concluded that the test can be an applicative test. In the twelve grade of SMK Negeri 1 Sawit Boyolali, the test is in the form of integrative form which means that in one test, there are tests for each four skill of English. Like teacher applied in giving assignment of review text. The test can cover all of the four skills; listening, speaking, reading and writing.

In implementing CLL method in classroom, there are some of fundamental roles of teacher and learner. Based on research finding, the teacher's roles in the teaching-learning activities are as the facilitator and motivator. He also has role in managing and give evaluation in the teaching-learning activities. As the facilitator, the teacher facilitates the

students' need in learning and as the motivator, the teacher motivates students by giving motivation, appreciation, compliment and advice in teaching-learning activities.

According to Larsen and Freeman, "*in cooperative learning, students should be given opportunity to express their ideas and opinions*" (Larsen and Freeman, 2000: 126). They also stated " *...the teacher acts as a facilitator in setting up communicative activities and as an advisor during the activities"* (Larsen and Freeman, 2000: 127). Brown also stated about the role of teacher;

> "The role of the teacher is that of facilitator and guide, not an all-knowing bestowed of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others" (Brown, 2001: 43).

Based on research finding, the teacher role as the manager of class is by creating teaching-learning process enjoyable. In evaluation process, the teacher conducted to achieve competencies based on the indicators on the syllabus, based on the observation, attitude measurement, and students work. It can be concluded that the teacher has carried out the role effectively.

The students' role is as the central subject of the teaching-learning activity that emphasized to be active in their learning activities. Oxford said that Communicative Language Teaching emphasizes "self-direction for the learners" (Oxford: 1990).

The role of students in CLL classroom was as the contributor of knowledge and information. It was shown in the classroom observation that students had understood and known the lesson. The students' roles are also as the actor of problem searching and solving information, as the explorer, and as the active participant in teaching-learning activities.

Learners have to participate in classroom activities based on a cooperative rather than individualistic approach to learning; they need to listen to their peers in order to carry out group work successfully. The emphasis in Cooperative Language Learninng is on the processes of communication, rather than mastery of language.

In short, there is the suitability between the role of teacher and students agree with the cooperative language learning method theory.

2. **Problems in teaching-learning activities using cooperative approach**

Based on the interview with the teacher, the commonest problems in teaching-learning activities come from the students. Students with low vocabulary and low competence usually are the influencing factor in teaching-learning activities. Most of them for the first time usually felt unconfident and didn't want to speak English in teaching-learning process.

From the four skills of English, the most common problem faced by the students in teaching-learning activities is on the writing skill because it is a productive skill that directly known in practical condition.

Students also have problem in memorizing vocabulary, and in listening comprehension.

Self-confident is the next problem faced by the students and it comes from the students itself. That is the self-confident. It is the physical aspect influencing someone in his or her activities. Like the student's admission in the interview. She said, *"Firstly, I feel unconfident when I'm in front of class. Emm, I say nothing words. I'm so nervous because I never practice"*. (Interview with student on Wednesday, February 11th, 2015)

Based on the observation, interview and questioner, students that have low confident are hard to be active in class activities. One of the students who have difficulty on speaking skill said that they usually feel nervous when speaking English. Even when they are in their desk and required to give opinion about material discussed in the lesson, the unconfident students will say nothing, moreover when they are in front of class.

The other problem comes from the management of school. The teacher felt that the time of teaching is too limited about 45 minutes twice a week in every class while the materials that should be taught are much.

"I think the problem in teaching-learning activities that

faced by the teacher is the time. Yes, I think time for English

lesson is too limited. We just have two meeting times a week.

If see the materials and the allocation time is not match"

On the other hand, the communication in classroom with full of English sometimes be the problem for students in the teaching-learning activities. Like the teacher's instruction that makes misunderstanding to the students. The other problem is the time allocation that is limited which makes the teacher works hard in understanding the materials to the students.

3. **Solution to solve the problem in teaching-learning activities**

The implementation of cooperative language method can solve some difficulties in learning. The teacher has many ways in solving the problems. The teacher uses cooperative learning and gives motivation as the strategy to increase the students confident. He gave a tip to the students who had difficulty in memorizing vocabularies by writing the new words in a piece of paper complete with the meaning, then put the paper on a sock or on the table study, and read it continuously until memories in mind. Students were also asked to bring dictionary in every English meeting to search the difficult word that they haven't known.

Related to the self-confident problem, the teacher builds the students motivation. She always motivates their pupils to speak up. Usually in the beginning of the lesson the teacher asks a question about something to be guessed by the students. But commonly just the same active students that speak up so the teacher calls the other one to give their

opinion. Teacher just needs students' opinion to make the active learning in English.

From the teacher explanation, the way to solve the students' problem is by motivate them and force them. Those are needed to train the students' awareness.

Related to the limited time allocation, the teacher managed the teaching-learning activities as good as possible. He tried to make the students understand all of materials given and gave the assignment for the students to be homework because the condition in classroom was inappropriate to do the task.

In solving of students difficulty in communication, the teacher tries to make the students familiar with using English in the communication. That is by creating the class condition with full of English. Moreover, the teacher uses cooperative method as the appropriate method to solve the communicative problem in teaching and learning. Teacher also uses group presentation in practical examination as the technique that emphasized students to speak up compete with the opponent side. The teacher makes innovative teaching by using CD or cassette, and movie containing the native speaker dialogs. By listening to the native speaker voice, it can be the habitual for students in comprehending the listening skill.

CHAPTER V

THE CONCLUSION AND SUGGESTION

A. The Conclusion

In this chapter, the researcher comes to the conclusion of this research. Based on the research finding and the discussion, the researcher found that the English teacher of twelve grade students at SMK Negeri 1 Sawit Boyolali teaches English using cooperative language learning which is implemented by using cooperative learning. The teacher positions himself as the facilitator, which facilitates students' needs during the teaching-learning activities. The teacher also has role in mediating between English materials and students. The teacher positions the students as the center of learning in which the students should be active to build the active learning. The communication used in the teaching-learning activities is English. Cooperative approach applied by English teacher is able to make students become active and communicative. Students are familiar with English. It can be seen from the students speaking ability in observation and interview. Students' pronunciation is mostly right and most of them have fluency in English. The other students 'role in cooperative language learning classroom was as the contributor of knowledge and information. The teacher also gives students some motivation in the beginning of the lesson.

The implementation of cooperative language learning method can solve some difficulties in learning. Firstly, students said that they had difficulties in English vocabulary but after following the teachers' tips and always trying to use English in communication; they can solve the problems. Secondly, related to the self-confident problem, the teacher builds the students motivation. She always motivates their pupils to speak up. From the teacher explanation, the way to solve the students' problem is by motivates them. Thirdly, related to the limited time allocation, the teacher managed the teaching-learning activities as good as possible. The last is communication. In solving students difficulty in communication, the teacher tries to make the students familiar with using English in the communication. That is by creating the class condition with full of English. Cooperative language learning is the appropriate method applied in teaching and learning. Many English teachers in senior high school begin to teach English by using cooperative method and they succeed in making their students understand English well, such as the English teachers in twelve grade of SMK Negeri 1 Sawit Boyolali.

On the other hand, there are also problems faced by the teacher in the implementation of cooperative method in English teaching learning in grade twelve but the problem can be solved by the teacher by using that strategy, so the implementation of the cooperative language learning in grade twelve is working well. It is proved by the students' responses in the interview that they love it and it is proved at the end of examination score.

Based on the observation on Monday, February 2nd, 2015 untill Saturday, July 11th, 2015, at twelve grade of Farmasi II class in speaking performance taught by Mrs. Gadis, the researcher found that the teacher has teaching based on syllabus and lesson plan. The syllabus and lesson plan are written on Indonesian and it still uses KTSP curriculum, because the final examination for twelve grade also still uses KTSP curriculum. The 2013 curriculum is implemented for ten and eleventh grade students. The procedures of teaching are divided into three steps, the first is opening lesson, the second is main activities, and the third is closing lesson.

B. The Suggestion

After analyzing the data and making conclusion, the researcher has some suggestions for both teachers and the students, in order to make the use of English in teaching-learning activities keep going improvement.

1. For the teachers

   a) The teachers should improve the use of English in the teaching learning activities.

   b) The teachers should implement the cooperative language learning method as the approach in teaching

   c) Teacher should use the supporting media to support the teaching-learning activities

   d) The teachers should improve their communication with the students during the teaching-learning activities.

2. For the students

   a) The students should be more active in the teaching-learning activities in order to develop their language and to enhance understanding.

   b) The students should be braver to ask questions and clarification to the teachers dealing with the teaching-learning activities conducted in the classroom in order to prevent misunderstanding meaning.

   c) The students shouldn't be worried about mistakes they will make in communicating by using English.

   d) The students should increase their motivation in learning and in developing their language.

3. For the readers

   The researcher suggests them to suggest the schools they now to develop the quality of the learning of English by using strategy in the communicative English language teaching-learning.

4. For the school

   The researcher suggests to make a policy for the English teachers to teach their students by using strategy on teaching in the cooperative language learning.

REFERENCES

Allison, Brian, Tim O'Sullivan, Alun Owen, Jenny Rice, Arthur Rothwel, Carol Saunders. 1996. *Research Skills for Students*. London: Kogan Page.

Arends, 1997. Classroom Intructional Management. Dalam Trianto. 2007. *Model-Model Pembelajaran Inovatif Konsstruktif.* Jakarta : Prestasi Pustaka (http://pedoman skripsi.blogspot.com/2011/07/penggunaan-metode-pembelajaran-jigsaw.html) Diakses : Monday, 17 November, 2014. At 10.44 PM.

Arikunto, Suharsimi. 1998. *Menejemen Penelitian*. Jakarta : Rineka Cipta.

Bowden, John dan Ference, Marton. 1998. *The university of learning*: *Beyond quality and competence in higher education*. London: Kogan Page.

Brown, H Douglas. 2000. *Principles of Language Learning and Teaching*. New Jersey: Prentice Hall.

Calderhead, J. 1989 *'Reflective Teaching and Teacher Education' Teaching and Teacher Education*, Vol. 5 No.1. Cambridge Press.

Cholid Narbuko and Abu Ahmad. 1999. *Metodologi Penelitian*. Jakarta. Bumi Aksara.

Cole, G Peter and Chan, Lorna. 1994. *Teaching Principles and Practice*. New York: Prentice Hall.

Creswell, John W. 1998. *Qualitative Inquiry and Research Design*. Thousand Oaks London New Delhi: Sage Publication.

Cruiksank, Donald R, et al. 1999. *The Act of Teaching.* New York: McGrow Hill.

Elliot, S. N., Kratochwill, T. R., & Schulte, A. G. 1999. *Assessment accommodations checklist.* Monterey. CA: CTB/McGraw-Hill.

Gage, N.L.; Needles, M.C. 1989. *Process-product research on teaching.* Elementary school journal: Chicago.

Gay, L. R. 2006. *Educational research: Competencies for analysis and application* (5th ed.). New York: Macmillan.

Harmer, Jeremy. 1998. *How to Teach English*. China: Pearson Education Limited.

Hutchinson & Waters. 1987. *English for Specific Purposes.* New York: CambridgeUniversity Press.

Joko Nurkamto. 2004. *Peningkatan Profesionalisme Guru melalui Reflective Teaching" Pidato Pengukuhan Guru Besar FKIP UNS. 12 Juni 2004*.

Kessler, Carolyn. 1992. *Cooperative Language Learning*. San Antonio: Prentice Hall Regents.

Lincoln, Y. S., & Guba, E. G. 1985. *Naturalistic inquiry*. Beverly Hills, CA: Sage.

Madya, Suwarsih. 2004. *Sosok sejati guru bahasa Inggris belum muncul*. Harian Kompas, Senin, 29 Maret 2004. Diambil pada tanggal 17 November 2014, dari Design By KCM Copyright © 2002 Harian ***KOMPAS***.

Moleong, Lexy J. 2007. *Metode Penelitian kualitatif.* Bandung: Remaja Rosda Karya.

Moleong, Lexi J. 2004. *Methodology Penelitian Kualitatif.* Bandung : Remaja Rosda Karya.

Mouly, George J. 1968. *Psychology for Effective Teaching*, New York: Holt, Rinehart and Winston.

Nurkamto. 2004. *Peningkatan Profesionalisme Guru melalui Reflective Teaching" Pidato Pengukuhan Guru Besar FKIP UNS. 12 Juni 2004.*

Olsen, R.E., & Kagan, S. 1992. About Cooperative Learning. In. C. Kessler (Ed.). *Cooperative Language Learning: a teacher resorce book.* Englewood Cliffs, NJ: Prentice Hall.

Oxford Advanced Dictionary. 1995. Oxford University Press.

Patton, M.Q. 1984. *Qualitative Evaluation and Research Methods.* Newbury Park; London: Sage.

Pollard, A. and Tann, S. 1994. *Reflective Teaching in the Primary School: 2nd. Edition.* London: Cassell.

Richard, Jack C. 2006. *Language Teaching Today.* United States of America: Cambridge University Press.

Richard, Jack C. 2006. *Teaching Listening and Speaking from Theory to Practice..* United States of America: Cambridge University Press.

Richards, J. C. & Rodgers,T. S. 2001. *Approaches and Methods in Language Teaching.* Cambridge: Cambridge University Press.

Rivers, Wilga M (ED). 1994. *Interactive Language Teaching. USA:* Cambridge: Cambridge Press.

Savignon, Sandra J. 2002. *Interpreting Communicative Language Teaching: Contexts and Concerns in Teacher Education*. United States of America. Yale University Press.

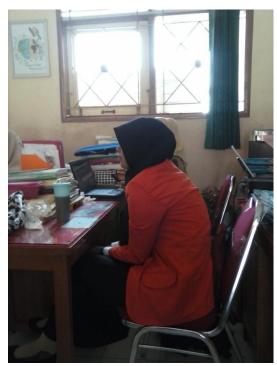Seliger, Herbert W, and Elana Shomany. 1989. <u>Second Language Research Methods</u>. Oxford: Oxford University Press.

Slavin, R.E. 1995. *Cooperative learning: Theory, research, and practice* (2nd Ed.). Boston: Allyn & Bacon.

Stern, H. H. 1983: *Fundamental Concepts of Language Teaching.* Oxford: Oxford University Press.

Stevick, E. 1967, *Memory, Meaning and Method.* New York: CambridgeUniversity Press.

Surakhmad, Winarno, 1994, *Pengantar Penelitian Ilmiah dan Dasar Metode Teknik,*Transito, Bandung.

Sutopo, HB. 2002. *Metodologi Penelitian Kualitatif.* Surakarta: Sebelas Maret University Press.

Wright, Tony. 1987. *Roles of Teachers and Learners.* London: Oxford University Press.

THE PHOTOS OF TEACHING LEARNING ACTIVITIES

IN SMKN 1 Sawit Boyolali

The teaching-learning activities in the classroom

Interview with the teacher

First step-The Explanation from the teacher about the topic

The teaching-learning activities in the classroom

Interview with the teacher

Classroom activities on CLL