THE EFFECTIVENESS OF COOPERATIVE LEARNING
BY USING WORKING GROUPS STRATEGY TO
IMPROVE STUDENTS’ ENGLISH
ACHIEVEMENT IN SMPN 15
MALANG

THESIS

By:
RIA ARISTA
07360112

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG
MAY 2010
THE EFFECTIVENESS OF COOPERATIVE LEARNING
BY USING WORKING GROUPS STRATEGY TO
IMPROVE STUDENTS’ ENGLISH
ACHIEVEMENT IN SMPN 15
MALANG

THESIS

By:
RIA ARISTA

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG
MAY 2010
THE EFFECTIVENESS OF COOPERATIVE LEARNING
BY USING WORKING GROUPS STRATEGY TO
IMPROVE STUDENTS’ ENGLISH
ACHIEVEMENT IN SMPN 15
MALANG

THESIS

This thesis is submitted to meet one of the requirements to
achieve Sarjana Degree in English Education

By:
RIA ARISTA
07360112

ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF MUHAMMADIYAH MALANG
MAY 2010
This thesis written by Ria Arista was approved on May 5, 2010

By:

Advisor II, Rina Wahyu Setyaningrum, M. Ed.

Advisor I, Hj. Fardini Sabilah, M. Pd.
This thesis was defended in front of the examiners of the Faculty of Teacher Training and Education of University Muhammadiyah Malang and accepted as one of the requirements to achieve Sarjana Degree in English Education on May 5, 2010

Approved by:
Faculty of Teacher Training and Education
University of Muhammadiyah Malang

Dean,

Drs. Fauzan, M.Pd.

Examiners:  
1. Dr. Sri Hartiningsih, M. M.  
2. Drs. Jarum, M. Ed.  
3. Hj. Fardini Sabilah, M. Pd.  
4. Rina Wahyu Setyaningrum, M. Ed.  

Signatures:  
1. ............................................  
2. ............................................  
3. ............................................  
4. ............................................
MOTTO AND DEDICATION

Ya Allah,

Engkau pelaburku,

Tiada Ilah kecuali Engkau.

Engkau ciptakan aku dan aku adalah bimbaMu.

Aku berada di atas janjiMu, semampuku.

Aku mohon perlindunganMu dari keburukan perbuatanku.

Aku mengakui banyaknya nikmat yang Engkau anugerahkan kepadaku.

Dan aku mengakui dosa-dosaku, maka ampunilah aku.

Karena sesungguhnya tiada yang mengampuni dosa-dosa

melainkan Engkau.

(Sayyidul Istighfar)

DEDICATION:

This thesis is dedicated to Indonesian Education.

May it always develop a lot better in the future.
ACKNOWLEDGEMENT

First of all, the writer would like to send the greatest thanks addressed to Almighty Allah for His blessing, guidance, and protection given to the writer in her life, especially when she was writing her thesis. Without Him none of these would be possible, The One who always gives everything away without any demand of returning, and always forgives every single mistake the writer has made. Being thankful is never enough, there are a lot of things to be thanked than to be regreted.

Next, the writer is grateful to these following great people:

1. Hj. Fardini Sabilah, M. Pd. as the Head of English Program – Faculty of Teacher Training and Education in Muhammadiyah University of Malang; who also performed as her first advisor who has been giving time, corrections, and suggestions during the thesis writing process.

2. Rina Wahyu Setyaningrum, M. Ed. as her second advisor who had also given her best correction and suggestion to the writer. Thumbs up for her never ending patience, and also good testimonials for the writer.

3. Dr. Sri Hartiningsih, M. M., and Drs. Jarum, M. Ed. as the examiners, who had given their attention, corrections, and also suggestions for the precious final touch of this thesis.

4. Suhariyono, S. Pd. as the advisory teacher in SMPN 15 Malang, and Djoko Waluya, S. Pd. as the school’s principal who had given time and chance to conduct the research prior to this thesis writing. The special gratitude is given to the students of VIII G SMPN 15 Malang class of
2009/2010, for their cooperation and spirit during the teaching and learning process.

The writer also dedicates her deepest gratitude to her family; her father Imam Mustaji, M.H., and mother Murdiningsih, B.A., who always gives everything she asks in her life, for the never ending love, motivation, support, and prayer in every step she takes. The deepest love and attention is surely addressed to the writer’s brother, Ginanjar, who has always been so much helping with love, attention, and support.

Next, the writer would also like to thank all of her saviors: saint prophets, teachers, informal teachers, life teachers, relatives, friends, best friends, classmates, Malang theater communities, every football club exists in this planet and their players, some artists, singers, and actors who always give her inspiration in life. Also to her soul mates at BBC for sure; wherever you are, we believe that “a friend is someone comes closer when the world moves away”. Also for Awalin Danu Firdaus, thanks a lot for his so much help and technology-minded; Sefia and Gheiarani, thanks for the precious times in struggling and being survive in a novel environment.

Finally, for Schatzi, you know who you are: the one and only Roman for me. The writer says nothing but thank and hope to God that she may have a happy life altogether with him in the future. The writer would also like to thank all of those who cannot be mentioned, for their great contributions to the writer during the writing process. She really hopes that this thesis will be beneficial for everyone who reads it.

Malang, May 2010
THE EFFECTIVENESS OF COOPERATIVE LEARNING
BY USING WORKING GROUPS STRATEGY
TO IMPROVE STUDENTS’ ENGLISH ACHIEVEMENT
IN SMPN 15 MALANG

ABSTRACT

In teaching English in Indonesia, junior high school teachers have often faced difficulties dealing with big classes. Teachers are responsible to make each student be involved in the process, which has become such a daunting issue in regards to the successive of language learning. Due to this problem, the researcher implemented working group strategy to facilitate students’ cooperation, which was believed to be potential in boosting students’ English achievement as well.

In this classroom-action research, the researcher limited the implementation of the strategy into two cycles. The two cycles differed in the working group formats; where Cycle I allowed students to choose the group members themselves, and Cycle II urged the teacher to design the group members based on students’ cooperative behavior and scores on the Cycle I.

Both cycles underwent the same procedures in working group setting. Teacher had to briefly present a topic to the large group; divide all students into small effective group consisted of 3-5 members each; announce directions, goals, and time allotted for each group to finish the task; walk around and listen to each group’s problems; keep the groups focused; and make sure that the intended message was conveyed. Teacher also generated assessment to monitor students’ English achievement individually after each cycle.

As a result, students’ cooperation shows improvement from Cycle I with the percentage of cooperative students was 71.4%, to Cycle II with 81.1%. The students’ scores had also improved from pre-cycle study with 54.65, to Cycle I with 58.4, and finally to Cycle II with 67.1 from the scale of 100. This result also shows that dynamic working group designed by the teacher in Cycle II is more effective than the one set by students in Cycle I.

Keywords: working groups, improvement, students’ cooperation, students’ English achievement

Advisor I, The Writer,

Hj. Fardini Sabilah, M. Pd. Ria Arista
TABLE OF CONTENTS

Title Page ..................................................................................................... i
Title Page ..................................................................................................... ii
Title Page ..................................................................................................... iii
Advisor’s Approval ...................................................................................... iv
Examination Committees’ Approval ........................................................... v
Motto and Dedication .................................................................................. vi
Acknowledgement ....................................................................................... vii
Abstract ....................................................................................................... viii
Table of Contents ........................................................................................ ix
List of Figures .............................................................................................. xii
List of Tables ............................................................................................... xiii
List of Appendices ....................................................................................... xiv

CHAPTER I: INTRODUCTION

1.1. Background of the Study ............................................................... 1
1.2. Statements of the Problems ........................................................... 3
1.3. Purposes of the Study .................................................................... 4
1.4. Hypotheses ................................................................................... 4
1.5. Scope and Limitation .................................................................... 4
1.6. Significances of the Study ............................................................ 5
1.7. Definition of Key Terms ............................................................... 6

CHAPTER II: REVIEW OF THE RELATED LITERATURE

2.1. Language Teaching ................................................................. 8
2.1.1. The Nature of Cooperative Learning ....................................... 8
2.2. The Procedures of Setting Working Groups .................................. 11
2.3. Students’ Feelings and Behaviors towards Working Groups .......... 14
2.4. Classroom-Action Research ..................................................... 16
CHAPTER III: RESEARCH METHODOLOGY

3.1. Research Design ................................................................. 18
3.2. Research Setting ............................................................... 19
3.3. Classroom-Action Research Plan ................................. 19
3.4. Research Cycles ................................................................. 21
  3.4.1. Cycle I ........................................................................ 23
  3.4.2. Cycle II ...................................................................... 25
3.5. Data Collection ................................................................. 27
3.6. Data Analysis ................................................................. 28
3.7. Indicators ........................................................................... 32

CHAPTER IV: FINDINGS AND DISCUSSIONS

4.1. Pre-Eliminary Study ......................................................... 33
4.2. Findings and Results .................................................... 34
  4.2.1. Cycle I ........................................................................ 35
    4.2.1.1. Planning ................................................................. 35
    4.2.1.2. Implementation .................................................. 36
    4.2.1.3. Observation ......................................................... 38
    4.2.1.4. Reflection ........................................................... 41
  4.2.2. Cycle II ...................................................................... 43
    4.2.2.1. Planning ................................................................. 43
    4.2.2.2. Implementation .................................................. 45
    4.2.2.3. Observation ......................................................... 48
    4.2.2.4. Reflection ........................................................... 50
  4.2.3. Students’ Preference .................................................. 52
4.3. Discussions .................................................................... 53

CHAPTER V: CONCLUSION

5.1. Conclusion ................................................................. 57
5.2. Suggestions ................................................................. 58

References ............................................................................. 60
LIST OF FIGURES

Figure 1. Cycles in Classroom-Action Research.................................................. 22
Figure 2. Students’ Scores on Pre-Eliminary Study ........................................... 34
Figure 3. Students’ Improvement on English Achievement ............................ 53
LIST OF TABLES

Table 1. Observation Results of Cycle I ........................................................ 40
Table 2. The Percentage of Students’ Individual Score on Cycle I ............... 41
Table 3. The Percentage of Students’ Cooperation on Cycle I .................... 42
Table 4. Observation Results of Cycle II ...................................................... 49
Table 5. The Percentage of Students’ Individual Score on Cycle II .......... 50
Table 6. The Percentage of Students’ Cooperation on Cycle II ................. 51
Table 7. The Percentage of Students’ Answers on Working Group ............ 52
LIST OF APPENDICES

Appendix 1: Students’ Scores on Pre-Cycle Phase ........................................... 61

Appendix 2. Lesson Plan
    Appendix 2.1. Lesson Plan on Cycle I .................................................. 63
    Appendix 2.2. Lesson Plan on Cycle II .............................................. 69

Appendix 3. Group Task
    Appendix 3.1. Group Task 1 ............................................................. 74
    Appendix 3.2. Group Task 2 ............................................................. 76

Appendix 4. Answer Key
    Appendix 4.1. Answer Key of Group Task Cycle I ....................... 78
    Appendix 4.2. Answer Key of Group Task Cycle II ....................... 79
    Appendix 4.3. Answer Key of Individual Assessment Cycle I ........ 80
    Appendix 4.4. Answer Key of Individual Assessment Cycle II .......... 81

Appendix 5. Score List
    Appendix 5.1. Students’ Scores on Cycle I ................................. 82
    Appendix 5.2. Students’ Scores on Cycle II ................................. 84

Appendix 6. Questionnaire ................................................................. 86

Appendix 7. Visual Documentation
    Appendix 7.1. Pre-Eliminary Study .............................................. 88
    Appendix 7.2. Working Group on Cycle I ...................................... 89
    Appendix 7.3. Working Group on Cycle II .................................... 91
REFERENCES


