

CHAPTER I

INTRODUCTION

A. Rationale

Language is a human system of communication which by using language they can easily to communicate each other. Language also supports our progress day by day. By language, people are able to extend any kinds of expressions such as idea, experience, feeling, thought, and many others by written and oral.

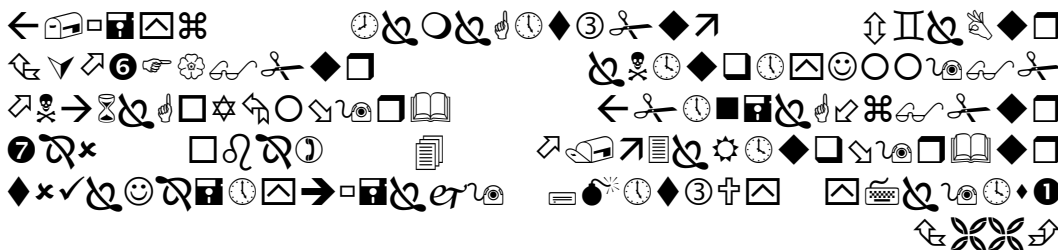
There are many languages in the world, one of them is English. English is becoming the world's first truly universal language. It is also learned by most people in many countries, either as mother tongue (first) language or as a second or a foreign language.

English also has become a lingua franca; it is defined as a language widely adopted for communication between two speakers whose native languages are different from each other and where one or both speakers are using it as a second language.¹

English is important to absorb and to develop science, technology, art and culture. Besides that, to build the relation with other nations. In this case, in Indonesia, English becomes one of the important subjects. English is given to the students in order to support or give their motivation, have skill and attitude, and readily take apart in the development of the nation.

¹ Jeremy Harmer, *the Practice of English Language Teaching*, (Cambridge, UK : Longman, 2001.) Third edition, p.1.

About the variety of language is one of Allah’s greatness as His word in the holy Quran, Ar Ruum: 22.



The verse describes that Allah the Almighty has created humans with different language and skin, it is intended for them to know each other. The variety of languages force people to learn language, because it is the way to communicate with other countries. Thus, learning foreign language is not only a kind of obedience to Allah, but also necessity.

The statement above indicates the importance function of foreign language, especially English, and it is reason why English has to be studied hard. Ideally, in teaching and learning English we should focus on how to involve the students in learning, so that the learning process can achieve the goal that is expected.

It is known that in teaching English, there are many techniques which the teacher can use to improve the learning English. Every technique has the same purpose that is to help student understand with English subject. Therefore, mastering the good technique in learning is very important to motivate the students to become active with high motivation to learn, also make productive and fun learning environment.

In teaching learning process, students' motivation is very essential. Students' motivation in learning English can be a good modal for enhancing the teacher's objectives in their class. There are infinite procedures teachers use to achieve desired effects from their students, but there are general patterns these motivational tools follow. In order for teachers to communicate with their students, they must identify with their needs on an individual basis. It is important to think about motivation as the essence of language teaching because of the stark realities of learning English.

Because of the importance of motivation, the teacher should be more creative in order to enhance student's motivation in the class by using the good technique in teaching English. Among the teaching techniques that can to motivate or reveal enthusiasm the student to learn English is cooperative learning. Cooperative learning is a technique that can make the interaction among the students, so that they can easily to decide and comprehend the difficult concepts in English subject, especially. It is also necessary to apply cooperative learning technique remembering that this technique learning is one of the important tools which bring the significant role in the learning process.²

Applying this technique also helps the teacher to teach English well and effectively involving all the students in learning activities to promote better learning, and improve student's motivation.³ To be sure, in cooperative learning

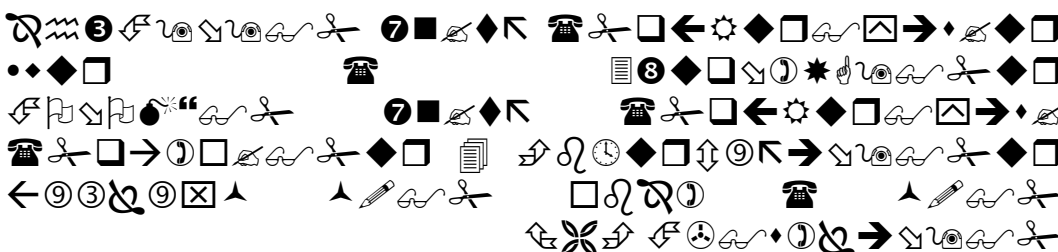
² <http://www.scribd.com/doc/20364176/Thesis-Proposal-of-English-Education>

³ http://www.mathgoodies.com/articles/coop_learning.html.

the students and teacher work together to pursue goals and objectives. Also, in cooperative learning, a group learning activity is dependent on the socially structures exchange of information between students.⁴

Actually the interaction in cooperative learning must be given priority dependence to each other, to help, to rescue, and to give motivation for become better.

As Allah’s greatness as His word in the holy Quran, Al Maidah : 2.



The verse above describe that Allah the Almighty has shouted humans for cooperate and work together in goodness and virtue.

Based upon the concepts of cooperative learning espoused by Dr. Spencer Kagan, Dr. Mike Auer, and others that cooperative learning is a set of teaching strategies that puts the learner in the center of the learning process.⁵

The advantage of the cooperative learning namely there is acknowledgment that must be given to group that has good work ability, so that each member of that group can be see and feel that help friend to study in group is together necessity and become individual responsibility.⁶

⁴H.Douglas Brown. *Teaching by Principles – An Interactive Approach To Language Pedagogy* (San Francisco State University : Longman), p. 16

⁵ Stephen Sloan, *the complete ESL/EFL cooperative and communicative activity book, learner-directed activities for the classroom*, (Mc Graw hill, 1995) h.1

⁶ <http://edtech.kennesaw.edu/intech/cooperativelarning.html>

Referring to the above statement, it means that in teaching and learning a foreign language the teacher should do an affective technique to organizing classroom as applying cooperative learning so that the students do not get bored. In cooperative learning, there are some class activities that the teacher can use such as jigsaw, using role cards, circle of speaker, write pair switch, question and answer pairs, think pair share, three step interview, three minute review, roundrobin brainstorming, numbered heads together, team pair solo, pairs check, send a problem, and partner.

When I did pre observation at MAN 1 Martapura, I found that the English teacher there ever uses one technique of cooperative learning that is jigsaw. In jigsaw technique, the teacher makes some groups with five students were set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning, students across the class working on the same sub-section get together to decide what is important and how to teach it. Furthermore, I got information that the students become active and have a good motivation to give information each other about their material in the class.

In language learning of course has rules, but the most important thing is to develop student's competence in learning the language in various ways; it means that as the learners of the language they should practice it is much as possible so that they will be accustomed to using the language.⁷

⁷ Johns Hopkins, <http://rer.sagepub.com/content/50/2/315.short>

Because of all reason above and also based on the writer's pre observation found that at MAN 1 Martapura the writer is interested in making research entitled **“COOPERATIVE LEARNING IN TEACHING AND LEARNING ENGLISH OF THE ELEVENTH GRADE STUDENTS AT MAN 1 MARTAPURA IN ACADEMIC YEAR 2012/2013.**

Then, to avoid any misinterpretation toward the title adopted in this research, the writer feels necessary to explain terms as follows:

1. Cooperative learning is a technique to organize classroom activities into academic and social learning experiences.⁸ This techniques use for helping students work together more effectively with small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of English subject.
2. Teaching is teacher's effort to deliver message such as knowledge.⁹ Teaching means an effort from the teachers to transform or to deliver their knowledge to the student's formal situation or at school.
3. Technique is any of a wide variety of exercises, activities, or tasks used in Language classroom for realizing lesson objectives.¹⁰

⁸ <http://www.KaganOnline.Com>

⁹ Vebrianto ST. *Kamus Pendidikan*, (Jakarta : Gramedia Widia Sarana, 1994), p.6

¹⁰ H.Douglas Brown. *Teaching by Principles – An Interactive Approach To Language Pedagogy* (San Francisco State University : Longman), p. 16

B. Problem Formulation

Based on the statement above, the writer formulates the problems as follow :

1. What are cooperative learning techniques applied at MAN 1 Martapura?
2. How does the teacher apply cooperative learning techniques in teaching English at MAN 1 Martapura?
3. How is the students' motivation when teacher applies cooperative learning in teaching English at MAN 1 Martapura?

C. Reasons for Choosing the Title

There are some reasons for conducting the title :

1. English is a universal language that has become the main communication device in the field of science and technology, and it is also an important way to can communication to each other.
2. Cooperative learning is an approach to organizing classroom activities into academic and social learning experiences. Students must work in groups to complete tasks collectively. Unlike individual learning, students learning cooperatively capitalize on one another's resources and skills (asking one another for information, evaluating one another's ideas, monitoring one another's work, etc.). Furthermore, the teacher's role changes from giving information to facilitating students' learning.
3. A desire to find and see how applying cooperative learning with student's motivation in English subject.

D. Purpose of The Research

Regarding to the question above , the purposes of this research as follows :

1. To know what kinds of cooperative learning are applied by teacher in teaching English for the Eleventh Grade Students at MAN 1 Martapura.
2. To examine how teacher applies cooperative learning in teaching English for the Eleventh Grade Students at MAN 1 Martapura.
3. To know the student's motivation in English when teacher applies cooperative learning in teaching English for the Eleventh Grade Students at MAN 1 Martapura.

E. The Significance of The Research

This study is expected to get the following benefits :

1. As a clear information for teachers or lecturers who want to know about applying cooperative learning in teaching English, especially for the Eleventh Grade Students at MAN 1 Martapura.
2. As an information, consideration and input for education executors on increasing and improving education quality.
3. As information for students who like studying English as an enjoyable subject.
4. To add the writer's knowledge about applying cooperative learning in teaching English.
5. As a contribution for the library of IAIN Antasari Banjarmasin.

F. Organization of Content.

This study is divided into five chapters as follows :

The first chapter contains introduction, which consists of rationale, formulation of problems, reasons for choosing the title, purposes of the study, the significance of the research, and organization of content.

The second chapter contains theoretical review, divided into two unit sub chapter namely unit one is concept about cooperative learning which consist of: definitions of cooperative learning, the philosophy and characteristics of cooperative learning, the principles of cooperative learning, techniques in cooperative learning, the purpose of cooperative learning, cooperative learning procedure, also advantage and disadvantage of cooperative learning. Whereas unit two is about teachers' role and students' motivation which consist of: definition of motivation, the function of motivation, the goal of motivation, and teachers' role and students' motivation in cooperative learning.

The third chapter contains method of research, which consists of subject and object of the research, data and sources of data, techniques of data collecting, basic framework of research, techniques of data processing and analysis, and research procedure.

The fourth chapter contains report of research results which consists of general description about the research location, data presentation, and data analysis.

The fifth chapter contains closure, which consists of conclusion and suggestion.

