

THESIS

**AN ANALYSIS OF COOPERATIVE LEARNING
MODEL IN TEACHING ENGLISH WRITING AT THE
ELEVENTH GRADE OF SMAN 1 SIDRAP
(A *Qualitative Method Research Design*)**



HAMRIATI

105071101421

*Submitted as partial fulfillment of the requirements for the
degree of Master of English Education*

MASTER OF ENGLISH EDUCATION

POSTGRADUATE PROGRAM

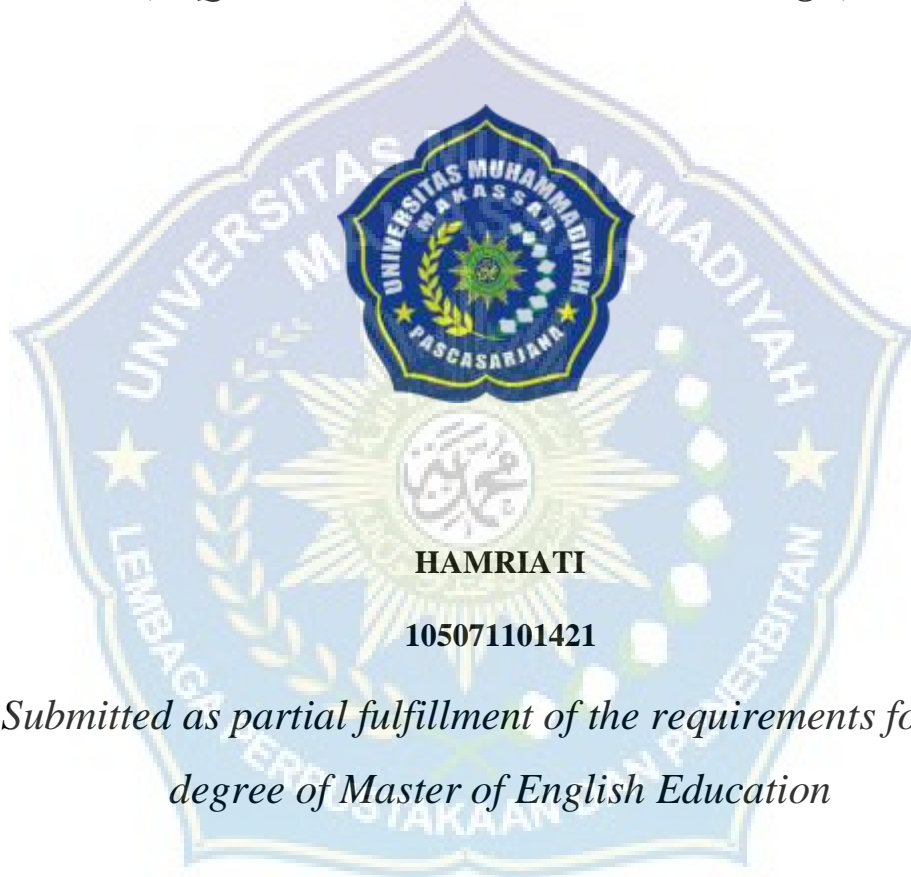
MUHAMMADIYAH UNIVERSITY OF MAKASSAR

2024

HALAMAN JUDUL

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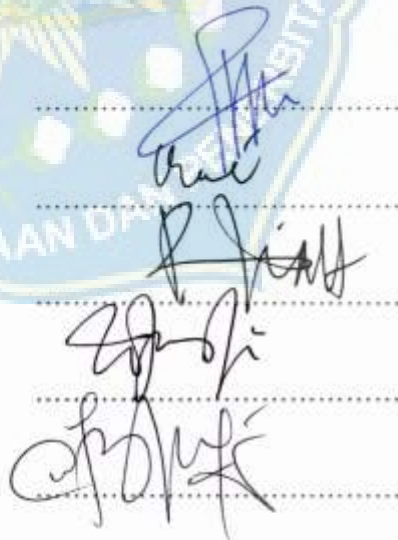
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Menyatakan dengan sebenarnya bahwa tesis yang saya tulis benar-benar merupakan hasil karya saya sendiri, bukan merupakan pengambilalihan tulisan atau pemikiran orang lain. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa sebagian atau keseluruhan tesis ini hasil karya orang lain, saya bersedia menerima sanksi atas perbuatan tersebut.

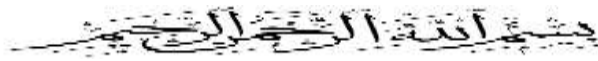
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Hamriati

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3. The Head of Master of English Language Education study program, Dr. Radiah Hamid, M.Pd

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The researcher realized that this thesis is still far from perfection. Remaining errors are the researcher's own. Therefore, any criticism, ideas and suggestions for this thesis improvement are greatly appreciated.

Makassar, 2nd February 2024

Hamriati

ABSTRACT

Hamriati, 2023. *"An Analysis of Cooperative Learning Model in Teaching English Writing at the Eleventh Grade of SMAN 1 Sidrap."* Supervised by Nur Qalbi and Radiah Hamid

This research aimed to know the type of Cooperative Learning used by the teachers and to find out the ways teachers implemented the Cooperative Learning Model in teaching English based on the 2013 curriculum.

This research employed a qualitative method where the data were acquired through two instruments namely an interview and classroom observation checklist. The subjects of the research were two English teachers who taught the eleventh grade at SMAN 1 Sidrap.

The findings of this research revealed that the Cooperative Learning Model used by both teachers are Think Pair and Share and Two Stay and Two Stray. TPS and TSTS are used by the teachers because it is considered to be beneficial in emphasizing the development of critical thinking skills, expressing ideas, students' engagement in discussions, and providing more opportunities for group members to contribute. Related to the implementation, both teachers implemented the instructional syntax of the Cooperative Learning Model. However, in the implementation, the teachers were inconsistent with the allocated time, consequently not all students were able to present their discussion outcomes. Therefore, the teachers needed to maintain discipline in managing time during teaching to ensure that all students had the opportunity to present their discussion outcomes.

Keywords: *Cooperative Learning Model, Think-Pair-Share and Implementation.*

ABSTRAK

Hamriati, 2023. “Analisis Model Pembelajaran Kooperatif dalam Pengajaran Menulis Bahasa Inggris di Kelas XI SMAN 1 Sidrap.” Dibimbing oleh Nur Qalbi dan Radiah Hamid

Penelitian ini bertujuan untuk mengetahui jenis Pembelajaran Kooperatif yang digunakan oleh guru dan untuk mengetahui cara guru menerapkan Model Pembelajaran Kooperatif dalam pengajaran bahasa Inggris berdasarkan kurikulum 2013.

Penelitian ini menggunakan metode kualitatif dimana data diperoleh melalui dua instrumen yaitu wawancara dan checklist observasi kelas. Subyek penelitian ini adalah dua orang guru bahasa Inggris yang mengajar kelas XI di SMAN 1 Sidrap.

Hasil penelitian menunjukkan bahwa Model Pembelajaran Kooperatif yang digunakan oleh kedua guru adalah Think Pair and Share dan Two Stay Two Stray. TPS dan TSTS digunakan oleh guru karena dianggap bermanfaat dalam menekankan pengembangan keterampilan berpikir kritis, mengemukakan gagasan, keterlibatan siswa dalam diskusi, dan memberikan kesempatan lebih banyak kepada anggota kelompok untuk berkontribusi. Terkait implementasinya, kedua guru menerapkan sintaks pembelajaran Model Cooperative Learning. Namun dalam pelaksanaannya guru tidak konsisten dengan waktu yang diberikan, akibatnya tidak semua siswa mampu mempresentasikan hasil diskusinya. Oleh karena itu, guru perlu menjaga kedisiplinan dalam mengatur waktu selama mengajar agar seluruh siswa mempunyai kesempatan untuk mempresentasikan hasil diskusinya.

Kata Kunci: Model Pembelajaran Kooperatif, Think Pair Share dan Implementasi.

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CHAPTER I

INTRODUCTION

A. Background

Every professional teacher, regardless of degree of education, aspires to be an inventive, experienced, creative thinker, a wealth of knowledge for the pupils, and a true role model. The function of the teacher is shaped by the implementation of active learning during the teaching-learning process in the classroom. Teaching involves being one of a kind and distinct. When we think back to traditional teaching methods, teachers speak more and students participate less since the teacher is at the centre of the learning process. On the other hand, active learning places more emphasis on students' active participation this calls for students to be active learners and teachers to function as facilitators. This suggests that the goal of active learning is to contextualise the course materials and put the students at the centre of the teaching-learning process Misbah et al, (2022).

students have a very hard time writing coherently, cohesively, and grammatically. They also made note of the minor writing errors that students made, like poorly structured paragraphs, poor word choice, and misspelt words. They also saw small writing problems that kids exhibited, like poorly structured paragraphs, improper grammar, and misspelt words. This demonstrated that writing is a difficult task for pupils, especially EFL students. Because of this, the instructor's presence is essential to the students' capacity to write effectively Ariyanti & Fitriana, (2017).

One crucial skill that should be taught in English classes in schools is writing. Teachers should use multiple models to help children learn writing abilities in the classroom because it's an essential talent. The teacher should use creative activities to teach writing skills in order to assist the pupils in writing English correctly. It is a prevalent misconception that writing is a productive ability that requires teachers to have more effort and creative thinking in addition to their basic knowledge. In addition Nappu (2022) stated that students are accustomed to implementation and mastering the writing process, identifying the types of paragraphs, and comprehend how to make paragraph reasonably and appropriately. In order to teach English writing in the most effective methods, a learning model is required Lilik & Nursanti, (2019).

Students learn more effectively and have a more meaningful learning process when the learning model is matched to the subjects being taught. The learning model consists of fundamental components Abdullah, (2017). In a learning model, the conditions or environment that prevail are called social systems. An activity pattern known as the "response principle" outlines how a teacher should interact with students Misbah et al, (2022). All of the tools, supplies, and equipment required for the learning paradigm are included in the support system. Students that participate in teacher-centered learning (Teacher Centre) never get ready before class starts. As a result, students' interest in learning was low Khasani et al, (2019) It is important to note that learning that is not engaging might lead to low interest in learning and make students reluctant to learn Herliandry et al, (2018).

Cooperative Learning Model according to Nufus (2020) is one of the various types of learning models. Constructivist understanding is the foundation of the Cooperative Learning Model. A cooperative learning model that consciously fosters student-to-student communication in order to prevent misconceptions that could cause offence or even hatred Maryam, (2018). The Cooperative Learning Model is a teaching approach that allows students to collaborate in small groups with other students while also assisting them in processing and discovering new information gleaned from prior learning Hariyadi & Darmuki, (2019).

Three phases of cooperative skills are required in cooperative learning models, according to Maesaroh, (2021). The first set of abilities needed to create a community and a normative mindset is known as "forming." Second, functioning is the ability to plan group activities, ensure that tasks are completed, and promote cooperative relationships among group members. Third, formatting is the ability needed to comprehend the subject matter more deeply. The final ability, fermentation, is what's required to encourage conceptual knowledge prior to learning how to draw conclusions.

There are three phases of cooperative skills, which are based on the fourth skill in this cooperative learning model. Forming, operating, arranging, and cultivating. All cooperative abilities need to be used in order to present in cooperative learning models. In order to complete learning tasks in a small group and reach shared objectives, members of the group must be able to cooperate. Thus, in addition to succeeding individual ly or defeating one another, students

can also assist other students whose abilities fall short of the required level, which fosters a sense of community among the students. Rofiq, (2010) The above-mentioned studies have looked into how the cooperative learning model is used to teach English.

This text is interesting in that it discusses how professional teachers at all educational levels want to become imaginative, creative educators with a plethora of knowledge, creative thinking, and experience. Teachers' roles in the classroom are transformed by the idea of active learning, which emphasises their duty to provide stimulating and interactive learning opportunities. Several learning models are introduced in the passage, with a focus on the Cooperative Learning Model Nufus, (2020).

This model, which is founded on constructivist ideas, aims to avoid misunderstandings and possible antagonism between students by actively promoting instructional communication. The emphasis on cooperative group work that the Cooperative Learning Model places on helping students digest past learning experiences and find new information makes it special. Additionally, Maesaroh, (2021) presents a classification of cooperative talents in this chapter that includes formatting, fermenting, forming, and operating.

These phases illustrate the abilities needed to apply Cooperative Learning Models in an efficient manner. They include things like creating groups, planning tasks, increasing comprehension, and stimulating concepts before making conclusions. This investigation of cooperative skills and learning models advances

our knowledge of efficient teaching strategies and how they affect the learning process.

This study looked into this issue as well. The distinction is that, as previously said, this study will look at how the learning model is used to teach English writing. The researcher has also discovered that, while most studies have concentrated on a single kind of cooperative learning model, no particular research has looked into the application of cooperative learning models in writing instruction.

The preliminary study was conducted by the researcher at SMA 1 Sidrap, where they observed the eleventh-grade class and found that English teachers were using the Cooperative Learning Model in the teaching and learning process. Furthermore, the researcher also inquired about the types of English skills integrated into the Cooperative Learning Model, and it was clearly explained by the teacher that cooperative learning was applied to all skills, particularly in teaching writing. Based on the aforementioned preliminary study, the researcher is interested in exploring and obtaining more detailed information regarding the implementation of the Cooperative Learning Model carried out by English teachers in teaching writing, specifically at the high school level, especially at SMAN 1 Sidrap. Therefore, the researcher conducted a study under the title "An Analysis of Cooperative Learning Model in Teaching English at the Eleventh Grade of SMAN 1 Sidrap."

B. Research Question

The research question was formulated based on the background mentioned above as follows :

1. Which types are Cooperative Learning Model used by the teacher in teaching English writing at Eleventh Grade of SMAN 1 Sidrap?
2. How does the teachers implement the Cooperative Learning Model in teaching English writing at the Eleventh Grade of SMAN 1 Sidrap?

C. Objective of the Research

Based on the previous research question, the objectives of this research were :

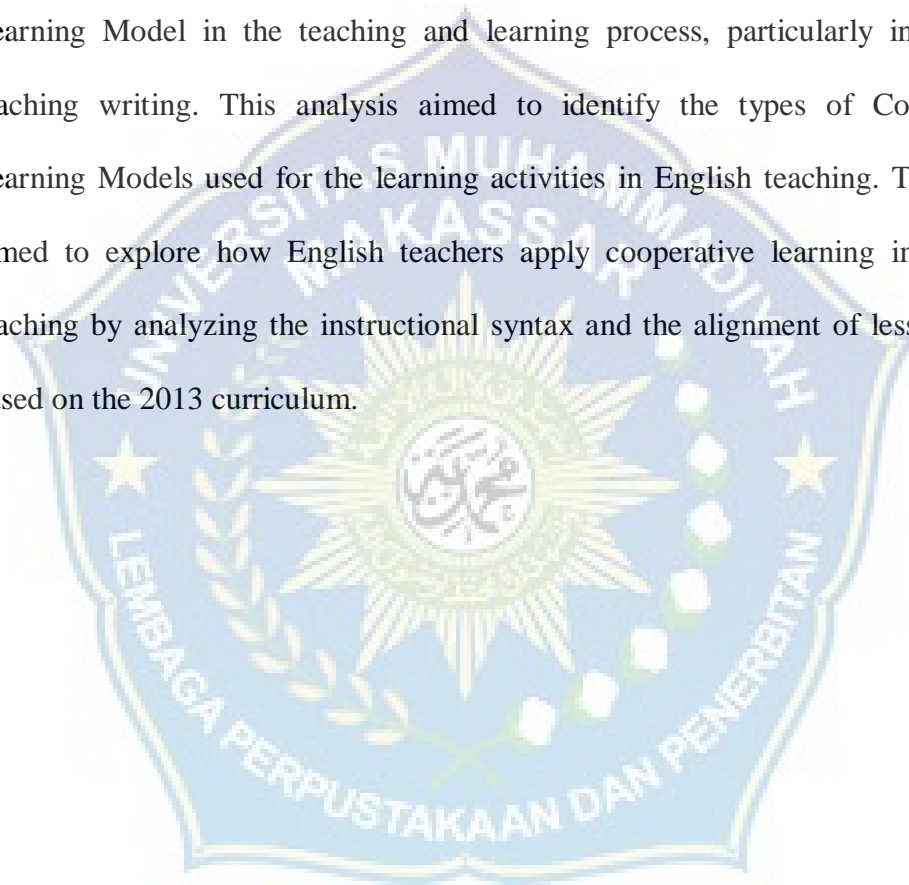
1. To know the types of cooperative learning used by the teacher in teaching English writing
2. To find out the way the teachers implement the Cooperative Learning Model in teaching English writing based on the 2013 curriculum.

D. Significances of the Research

The researcher hopes that this research can contribute to teaching and learning English. In this research there are two significances of the research. Theoretically, the results of this study are expected to be useful information for English teachers who have not yet implemented the Cooperative Learning Model, especially at SMA 1 Sidrap. Practically, this research should be a learning model that can be implemented in class activities to make students more active in teaching English writing.

E. Scope of the Research

This research was conducted at SMA 1 Sidrap. The scope of the study was limited to an investigation of the Cooperative Learning Models used by teachers. The subjects of this research are two English teachers who teach in the eleventh grade. The main selection criteria were teachers who implement the Cooperative Learning Model in the teaching and learning process, particularly in English teaching writing. This analysis aimed to identify the types of Cooperative Learning Models used for the learning activities in English teaching. This study aimed to explore how English teachers apply cooperative learning in English teaching by analyzing the instructional syntax and the alignment of lesson plans based on the 2013 curriculum.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Verses of Al-Qur'an and Hadith

The learning process is very important for human development. Without learning, humans can no longer be seen as cultured organisms because learning allows for quantitative and qualitative self-change. In the learning process will not be able to take place individually but with the help of others. Therefore effective learning is helping each other so that it can be easily understood properly. As in the case of the Qur'an Surah Al-Maidah verse five below :

وتعاونوا على البرِّ والتقوى ولا تعاونوا على الإثم والعدوان واتقوا الله إنَّ الله شديد العقاب (٢)

And please help you inside (doing) virtue and piety, and do not help in doing sins and transgressions. And be fearful you to Allah, verily Allah His torment is very heavy. (Q.S. al-Maidah [5]:

This verse can be related to the concept of cooperative learning, which is an instructional approach that encourages students to work together in groups to achieve shared learning goals. therefore we can explain it from three parts in accordance with surah Al-Maidah verse 5 the first "*And please help you inside (doing) virtue and piety*": In the Cooperative Learning Model, students collaborate and support each other in their learning process. This verse emphasizes the importance of helping and cooperating in acts of virtue and piety. Likewise in cooperative learning, students help each other in understanding concepts, solving problems, and achieving academic.

The second *"And don't help each other in committing sins and transgressions"*: The Cooperative Learning Model promotes positive interdependence, where students are mutually responsible. This verse encourages believers not to help or participate in acts of sin and transgression. In a cooperative learning setting, students are expected to work together to achieve common goals while upholding ethical values and respecting the rights of others.

The Third *"And fear Allah, indeed Allah is very severe in punishment"*: This verse emphasizes the fear of Allah's punishment and the consequences of mistakes. In the Cooperative Learning Model, students are expected to develop a sense of responsibility and accountability to their peers. They understand that their actions and contributions affect the learning experience of the whole group. This fear of consequences can motivate students to be actively involved in the learning process and avoid behavior that could hinder their own or their group's progress.

In addition, a hadith Sahih al-Bukhari *The believers, in their mutual love, mercy, and compassion, are like a single body; if one part of it feels pain, the rest of the body joins it in restlessness and fever.* This hadith emphasizes the unity and interconnectedness of believers, encouraging them to support and care for one another. In the context of cooperative learning, it underscores the value of working together as a group, sharing knowledge, and assisting each other in the learning process. By associating the verse with the Cooperative Learning Model, we can draw the conclusion that the principles advocated in Islam and the collaborative approach in cooperative learning. Both emphasize the importance of

working together in a positive and virtuous way while preventing harmful or sinful acts.

B. Concept of Research Variables

Some researchers have conducted some studies related to the Implementation Cooperative Learning Model in English teaching writing, The first was done by Nair & Sanai (2018) They looked into how using the STAD technique a cooperative learning strategy affected students' ability to write descriptively. They discovered that applying the STAD method improved students' descriptive writing abilities.

The second Istiqomah (2018) looked into utilising cooperative learning to help pupils' writing abilities. The study's findings for each cycle shown an improvement in writing abilities. As a result, using cooperative learning can help students become better writers.

The third was Lilik & Nursanti (2019) who looked at teaching writing through cooperative learning. They discovered that the use of cooperative learning in writing instruction is thought to be beneficial in raising students' writing output, accomplishment, and motivation.

The fourth was Maesaroh (2021) who looked into how students' writing of descriptive texts was affected by their learning styles and the group investigation methodology. They discovered that cooperative learning through group investigations can enhance students' descriptive text writing.

The fifth was Habibi et al (2019) aiming to enhance the learning objectives and activities for the students at SMA 1 Bangkulu, the Cooperative Learning

Model was implemented through greeting and question techniques. They discovered that improving learning outcomes and student activities at SMA N 1 Bengkulu can be achieved by implementing the Cooperative Learning Model along with the strategy of sending greetings and inquiries.

Based on the concept of research variables, it can be concluded that the similarity between this research and the previous research is the learning model used, namely Cooperative Learning Model. The significant difference is that this study focuses on to know type of Cooperative Learning Model and how the teachers implement the Cooperative Learning Model in teaching English writing.

C. The Concept of Writing Skills

2.1. Definition of Writing

Writing is a communication instrument that is used to express ideas or sentiments in writing, according to Selfe (2017). It is a vital part of language skills and is covered in the final stage of language acquisition. This suggests that language learning comes to a stop at this point. Before they can write, youngsters should be able to talk, listen, and read. This can also indicate whether or not they have mastered all four skills. After gaining knowledge, students must gather it in order to generate particular writing products that will enable them to impart that knowledge to others.

According to Mohammadi & Mustafa (2020), the teaching of writing in ESL and other foreign languages is becoming more integrated with the teaching of other skills, especially speaking and listening. This happens as a result of the lack

of autonomous language competency. In order to learn how to write, students will need to make use of other language skills they have acquired. In order to gather information for their compositions, they have to employ reading, speaking, and listening. Since students must gather information and generate specific writing products in order to communicate it with others, speaking and writing are both seen as productive talents.

Since writing is a part of almost every classroom activity, it is especially important for students. Students need to employ this specific ability when taking notes from the teacher, writing assignments, creating reports, and other duties. Pupils' comprehension of the material they have been taught can be shown in their ability to write accurately not just duplicate it. Students are allowed to write about what they learn from their surroundings and share it with their teacher and peers in this way. Consequently, Lu (2021) the information loop will come to life.

There is one thing that must be remembered. Writing is a language skill that takes time to master there is no shortcut to acquiring it. It suggests that one will pick up more knowledge as they become older and are exposed to the language more. Naturally, pupils cannot pick up writing on their own. Teacher leadership is thus truly necessary in this circumstance. Writing is like swimming, according to Biber et al (2020) Those who want to be able to swim need to have someone teach them the basics, even if it's simply one of their parents or friends and not a professional. After mastering the foundations, they will eventually hone their individual style if they practise enough.

The saying "one must take it to heart if one wishes to learn or master something" was mentioned by Révész et al (2017). Practice makes perfectionism possible. Writing is included in this, of course. The more chances one gets to write, the better they become at it. That being said, mastering reading and writing takes a little longer than mastering other language skills, which come "naturally." In addition to continuously honing those abilities, one also requires guidance from individuals who are familiar with reading and writing conventions. For this reason, teachers are essential in assisting children with their writing education, particularly in the early years.

In order to successfully explain their thoughts, beginning writers experiment with words, phrases, and paragraphs. By writing about it, students may put the language and vocabulary they learned in class into practice. Sometimes pupils use their own words to make up sentences or stories, fill in the blanks or just to practise penmanship. Writing is referred to as an original text output because it is based on one's ideas and language resources Biber et al (2020).

2.2. Process of Writing

Although the end product is significant, students should not simply concentrate on it, particularly when writing. Students need to be aware of the writing process if they hope to generate quality writing. There are various steps to the actual process. Nonetheless, a lot of professionals suggest various writing phases. For example, Harmer (2004) offers a significantly simpler writing procedure. He breaks it down into four phases. Planning, drafting, editing, and the

final draft are those. Because of their ease of use, these writing stages are employed in classrooms more frequently.

Planning is the first stage that Harmer suggests. In his opinion, there are three factors that need to be taken into account at this point. Writing for the purpose is the first. It is important to take into account because the reason for writing will undoubtedly influence other elements like the text's type and content. It is then necessary to take the suggested readers into account. The language choice will be significantly impacted by this factor. It is up to the individual to decide whether to speak informally or formally. In addition to the goal of writing and suggested readers, one must take into account the content structure, which relates to the text's order. One could read Harmer's 2004 book to find out more about the best ways to arrange ideas, arguments, and facts.

Drafting is the second step, according to Harmer (2004), Students start writing about the themes they have already decided on. Typically, students create an outline at this point. Before beginning to compose the entire writing form, they will write the content outline. Students can go to the following step, editing, after drafting. They must review and revise the drafts they have already written before proceeding with editing. Students can begin assembling a better, more developed piece of writing when they have finished all the proofreading and editing. If one wishes to produce the best writing possible, there are two things to keep in mind. First, during the editing process, meticulous attention to detail is crucial. Secondly, one-time editing does not exist. Before a piece of writing is considered final, it must undergo editing at least twice or three times.

According to Harmer (2004), creating the final draft, which becomes the written work's final or completed output, is the last step in the writing process. The final draft will be deemed the best writing if it has passed all editing and proofreading. The writing can now be released for readership in this final phase. Ken Hyland is another specialist with a different theory on the matter. Although Hyland's writing process is far more intricate, thorough, and comprises more than four phases, the stages he describes are not much different from Harmer's.

The selection of a topic is the first step. Participants in this level can be both students and teachers. Pupils can choose their own topics right away, either on their own or with assistance from their teacher. Alternatively, the teacher may choose the topic for the pupils to write on. Prewriting is the second step. It is the time when students engage in a variety of tasks, including data collection, note-taking, outline creation, and brainstorming. The next step is composition, sometimes referred to as group drafting. Students will begin to jot down their ideas on paper at this point. Reacting to edits is the fourth step. It is led by peers or the teacher. By the time they finished this phase, students needed to be confident in their concepts, text structure, and text style. After completing the fourth step, pupils can go to the following level, which entails editing and proofreading. At this point, they will check and correct a lot. Items like evidence, shape, arrangement, and so forth are frequently verified and fixed Harmer (2004).

After editing and proofreading, the writing can be considered a finished work, but Hyland thinks there are still a few more steps that need to be done before it reaches its best level. Evaluation comes next. The teacher will evaluate

the students' overall process development at this point. Once it has been evaluated, the teacher will allow the pupils to publish and display their writings on websites, notice boards, presentations, and other media. Students who post their writings online enable others to read them as completed works and allow those readers to take in the message they wish to get across. Any follow-up exercises should help pinpoint and ultimately determine the writing deficiencies of the students. Students should be able to write better in the future after finishing this phase Harmer (2004)

D. The Concept of Teaching Writing in English Foreign Language Classroom

2.1. Definition of Teaching English in Senior High School

Teaching others, especially young ones, can be a fun hobby. In this instance, we'll talk about senior high school teaching. Since senior high school pupils have varying qualities, teaching becomes a tough job. Teachers play a variety of tasks every day, including subject matter expert, counsellor, mediator, and lift, according to Saiful & Widodo (2019). Put differently, educators have a responsibility to inspire pupils to achieve much beyond just imparting knowledge during class.

Research conducted using a five-to-one ratio revealed that senior high school pupils prefer to study through active activities than passive ones Lombardi et al (2021). Stated differently, the majority of Senior High School students participate actively in the teaching and learning process by applying the content directly to their own learning. A successful outcome is closely linked to active learning. Teachers can effectively explain the subject to students during the

teaching and learning process, but there is no assurance that the students will understand it. If students are able to actively participate in their learning process by evaluating the concept, resolving the issue, and applying the knowledge, the outcome will be different.

In this instance, senior high school English instruction must take the same approach. Teachers of English must use suitable teaching tactics to ensure that students master the language. The four English language skills that teachers teach their students are speaking, writing, listening, and reading. Every skill contains a variety of ways to help the learner succeed in their English studies.

2.2. Teaching Writing

There are three main aspects that affect the effectiveness of teaching writing in English: the student, the material, and the teacher. In the process of teaching writing, the student is the object. In this instance, the instructor plays the function of the subject, the one providing instruction, while the material serves as a medium through which the student and teacher can carry out the writing instruction process. Each of the three needs to be in balance and do its function in the best possible way Harmer (2004).

The practice of writing skills can be approached in a variety of ways. Teachers have to choose between them and make decisions about a variety of topics, such as whether they want their pupils to focus more on the writing process or the finished piece, and how computers and other technology might be helpful writing tools Harmer (2004).

There are five methods that Harmer (2001) suggests for teaching students to write. Process and product come first. Instructors must decide if the goal of the writing assignments they assign to their students will be to focus on the writing process as opposed to just the final output. A teacher who supports the process approach will provide writing assignments that highlight the various steps that all written works go through. Students must devote more time to the prewriting stages, revising, rewriting, and releasing their work while employing the process approach. Although the process approach may appear ideal for all writing-related classroom tasks, teachers may find it difficult to use it if class time is restricted. Consequently, whether a teacher should employ a process approach or a product approach depends entirely on the circumstances and environment of the classroom.

Writing and genre comprise the second strategy. When using a genre approach, teachers allow their students to view and analyse numerous examples of the kind of writing they will typically compose. When students are required to create announcements, for instance, the instructor will ask them to observe different kinds of announcements. Students will learn certain facts about the genre's construction and specialised language by studying real-world instances. Additionally, when writing in a specific genre, there are a number of other things to take into account. The genre's norms and style are the first consideration. The next two describe who will read the writing and in what circumstances. Finally, but just as importantly, pupils must be knowledgeable about the subject. A genre

approach seems to be a good fit for ESP students. If general English students wish to produce high-quality writing, it is still appropriate for them Harmer (2001).

The cooperative writing activity that is the subject of this study is writing. Writing is essentially an individual endeavour in general. People always write on their own every day, whether they are at work or at home. Teachers might, however, make the most of this circumstance by organising joint writing projects. As it turns out, writing together has far more advantages than writing alone, thus this has to be done. Group writing really enables the teacher to provide more thorough and constructive criticism because they are working with a smaller number of students rather than a large number of individuals, according to Boughey, cited in Harmer (2001). Students can be highly driven to write in groups, and it appears that this works well when combined with other strategies like process and genre-based writing. Harmer (2004).

In addition to student writing strategies, Harmer recommends that teachers play a crucial part in teaching writing in English, whether it be in general or as a speciality. According to Harmer (2001), teachers should play three key functions at the very least. First, educators can serve as motivators. Students are motivated by their teachers. They foster an environment where their students can come up with ideas. They will make an effort to pique their interest in writing by providing them with compelling arguments for why writing is both enjoyable and beneficial. Additionally, the teacher exhorts the pupils to work as hard as they can to realise their maximum potential Harmer (2001).

The instructor as a resource is the second. The teacher needs to be prepared to offer more details and vocabulary, particularly when the students are working on longer writing assignments. They must be ready to provide helpful counsel and recommendations Harmer, (2001).

The teacher providing comments is the final role. Of all the duties instructors have, providing feedback particularly on writing assignments might call for a little more time and effort. The teacher needs to give the pupils' writings a positive response. In order to perhaps prevent pupils from giving up on writing, they must also act supportively when they appear to be at a loss. Teachers must choose what and how much to focus on when providing correction, taking into account the needs of their students at that specific moment Harmer, (2001).

E. The Concept Cooperative Learning Model

2.1 Definition of Cooperative Learning Model

Cooperative learning is a type of group learning that is structured on the ideas that each person is responsible for their own learning and is encouraged to help other members of the group learn more. Learning must be based on changes in social knowledge across learning groups Huda (2015). One methodical and regulated approach to learning is cooperative learning. wherein small groups collaborate to accomplish shared objectives. This learning paradigm places a strong emphasis on group collaboration among students. This is predicated on the notion that discussing a topic with friends helps pupils discover and comprehend a concept more quickly. This is consistent with the assertion made by Slavin, (2008) that all cooperative learning approaches incorporate the notion that students who

collaborate to learn, take responsibility for their peers, and are capable of learning just as much as those who learn alone. Thus, it can be said that the cooperative Learning Model places a higher priority on group work, where students are responsible for both themselves and their peers during the learning process.

In cooperative learning Model, students actively follow instructions from the teacher, work in groups to complete assignments, explain things to their group companions, encourage active participation from their friends, and have discussions. In order to ensure that students' activities operate effectively, specific abilities are required, which are referred to as collaborative abilities. The development of group communication and task distribution helps foster cooperative abilities Huda (2015).

Put another way, building relationships through group work is a crucial prerequisite for achieving objectives. This explanation leads one to conclude that cooperative learning Model is group-based learning. Students will collaborate with one another in each group. Each student demonstrates cooperation not only by finishing the teacher-given activities but also by collaborating to comprehend the subject that the teacher has presented. Therefore, in cooperative learning, students employ themselves in addition to teachers, books, and other learning materials as a source of knowledge Huda (2015).

From the definition given above, it is clear that cooperative learning is a paradigm of learning that is built around a student-centered methodology. When a teacher emphasises teamwork to solve problems, finish tasks, and accomplish goals together, they give every student the chance to actively participate in the

teaching and learning process. Hence, learning objectives can be fulfilled to the best of Huda, (2015).

2.2. The Principles of Cooperative Learning Model

Five guiding concepts for incorporating learning into the Cooperative Learning Model are listed by Price et al (2019):

1. **Advantageous Interdependence** Student interaction is predicated on the idea that everyone in the group has some degree of responsibility for the group's success. Therefore, each student must contribute in order to meet these objectives. The teacher needs to give the right group projects or resources in order to set up this scenario. Evaluating students' comprehension of the subject matter is the goal. **Individual accountability** In one group, each member has the responsibility to contribute to mastering the material to be studied for the success of the group. Therefore, they are motivated to help each other.
2. **In-person Communication** Students converse and interact face-to-face with one another. There will be no group competition and just oral discussion. The kids have worked well together to build this scenario in order to accomplish shared objectives.
3. **Cooperative Learning Model necessitates flexibility.** As a result, the maintenance of productive work and the development of group abilities depend on interpersonal relationships.
4. **Collective procedure** That is, the group members set the goals, which help students get better at managing their problems in group projects and identify adjustments that need to be made and put into practice in practical settings. As a

result, there are five cooperative learning principles: positive interdependence, individual responsibility, face-to-face interaction, flexibility, and group process. To achieve the goal of cooperative learning, all five principles must be properly applied.

2.3. The Types of Cooperative Learning

Under the Cooperative Learning Model concept, students are taught in small groups according to their skill levels. Each participant collaborates with the others and aids in the understanding of the learning content when completing group assignments. Students' ability to collaborate in groups is accommodated through cooperative learning, where the shared objective is the collective goal. While there are many different cooperative learning model types, the fundamentals of cooperative learning remain the same.

The types of Cooperative Learning Model according to Slavin (2008) there are four types of cooperative learning based on student team learning methods. Those are Students Achievement Division (STAD), Teams Games Tournaments (TGT), Team Accelerated Instruction (TAI), Cooperative Integrative Reading and Composition (CIRC).

1. Students Achievement Division (STAD)

Students in STAD are grouped into four-person small groups based on gender and performance level. Following a lesson from the teacher, the students have group discussions about the subject matter. Students are given an independent quiz to take, and they have to make sure that everyone in the group understands the topic. The students' quiz results are contrasted with their prior

results. The team whose members show the most improvement will receive points from the teacher. This approach is suitable for kids in grades two through college and can be used in any topic. This method's major goal is for students to support and encourage one another while they learn the teacher's curriculum. According to Slavin (2008), the Students Achievement Division (STAD) cooperative learning system operates as follows.

- a. Creating learning resources that are appropriate for the students is the first stage.
- b. Teachers can create their own materials or modify ones they find in textbooks or other pertinent sources.
- c. Next, the students are divided up into multiple teams.
- d. Instructors take into account students' gender, race or ethnicity, and academic standing.
- e. The fundamental score, or average score, of the student's initial assessment is determined by the teacher.
- f. The teacher will begin the lecture at the beginning of the activity.
- g. Students will study the subject matter, collaborate in small groups, and finish tasks or assignments.
- h. The teacher goes over the benefits of group work.
- i. Every student will take a test or quiz on their own.
- j. Test results will be used to calculate how much each person and team have improved overall. The activity assessment will be followed by the

last step. Low-performing kids will have the chance to study with high-performing pupils thanks to this process.

k. Based on team and individual improvement scores, certificates or other prizes are given out as a way to show appreciation for the team.

2. TGT (Teams Games Tournament)

This Type of Cooperative Learning Model adheres to the same STAD guidelines. The assessment process is different because there isn't a quiz for the students. Students take part in the weekly tournament of the academic game instead. In order to gain points for their squad, students participate in this game with other team members. However, because the TGT Type Of Cooperative Learning Model uses games to make learning engaging and interesting, some teachers prefer it.

3. Team Accelerated Instruction (TAI)

The fundamental idea of this Type of Cooperative Learning Model is comparable to TGT and STAD. Students are given different learning materials by the teacher, and they discuss them in groups. The teacher assigns the students to groups of four to five depending on the results of the placement test. The group is diverse as a result. Students complete different units of work, and the team evaluates the results. If there are any issues, students can help each other out.

4. Cooperative Integrated Reading and Composition (CIRC)

Students in middle school and upper elementary are to be taught reading and writing using this method. While reading exercises including reading aloud to one another, writing summaries, reacting to stories, and spelling drills are done in pairs, students may work in groups. After that, the students work in groups to

learn the primary concept and other understanding techniques. Students are expected to produce drafts, edit each other's work, and get ready for the publication of a team or class book during language arts periods.

According to Huda (2015), there are two types of Cooperative Learning Model. The Cooperative Learning Model are Two Stay Two Stray strategy and Think Paire and Share.

1. Two Stay Two Stray Strategy

1.1. Definition of Two Stay Two Stray

The two stay two stray strategy (TSTS) is one of the cooperative learning models. Huda created the cooperative learning techniques two stay two stray (TSTS). According to Nursafitri (2016), this approach is particularly successful since it can be used to all topic areas and student ages. The "Two Lives Two Guest" is another term for this teaching of Cooperative Learning Model.

Collaborative education One component of the cooperative learning Model that places students in small groups of up to four or five is the model of two stay two stray (TSTS). The next group will also switch members for a short while in order to share mutual discussions and group work that will be discussed again with the other group members. After that, students are given the assignment to discuss the course material with their friends. As a result, the Two Lives Two Guest framework will give the group the chance to notify other groups of their findings.

Individual activities add colour to a lot of teaching and learning activities. students themselves, and they are prohibited from viewing other students' work.

On the other hand, in real life outside of school, including in daily life and the workplace, people will collaborate and depend on one another. Cooperative learning two stay two stray, or TSTS, is essentially in line with the features of the cooperative learning Model application that have been extensively discussed above.

Using TSTS type of Cooperative Learning Model, students actively collaborate with students who have diverse characteristics (heterogeneous) to achieve previously specified learning objectives. Teachers function as facilitators and protectors in this process. The goal of this instruction is to ensure that the students fully understand the concept or subject matter, neither categorised nor yet weakly categorised, by having them participate in the learning process with their peers.

Using these type of Cooperative Learning Model, TSTS students not only absorb and comprehend the material that the teacher presents during the lesson, but they also get the chance to teach and learn from other students. This type of Cooperative Learning Model the TSTS learning process allows for the best possible stimulation and inspiration of potential learners in a small-group learning environment with four pupils. Because there will be a collaborative learning process in a personal relationship of mutual need, students working in groups will therefore build an open learning atmosphere in the dimensions of equality.

1.2. The Characteristics of the Learning Model Two Stay Two Stray

According to Huda (2015) the characteristics of learning model are Students complete the learning material jointly in groups of three:

- a. students with high ability,
- b. students with medium ability,
- c. students whose members may be of varied racial, cultural, ethnic, or gender backgrounds; and
- d. students who are more focused on the group prize than the individual

1.3. The Steps of Two Stay Two Stray

The workings type of Cooperative Learning Model two stay two stray (TS-TS) is as follows Huda (2015).

- a. The students work in groups of four as usual
- b. After conducting a discussion of the material in the groups finish, two students from each group will leave the group and visit each other in the group while the two boys would remain living in their own group to receive two visitors from other groups,
- c. Then, the two students who lived in these groups will each be responsible for distributing the work, information and knowledge to the 2 guests who come to the group
- d. After exchanging opinions and information felt no more ideas to talk so guests will have excused himself and returned to the group and then also will share their findings back to the group, respectively, and
- e. The next match and the group will discuss the results of their work.

1.4. The Advantages and Disadvantages of Two Stay Two Stray.

The Two Stay Two Stray (TSTS) technique, according to Huda (2015), can be applied to all student age levels and lessons. This type of Cooperative

Leraning Model focused more on the students' activity and not only worked in one group but also with others that might foster intimacy among the students. He did, however, point out that this type of Cooperative Learning Model drawback is that the student body size shouldn't be strange. More time was needed to help the kids go from one group to another, and class management was lacking. In addition, the teacher required additional training. According to Huda (2015), the advantages of this method are:

- a. It is easy to divide into pair.
- b. More ideas appear.
- c. More tasks can be done.
- d. Teacher easy to monitor.

He adds the weaknesses of this type of Cooperative Learning Model are:

- a. Need more time.
- b. Need a better socialization.
- c. Difficult to take a vote because the even amount

2. Think-Pair-Share.

Students can react or assist one another by thinking and responding during Think-Pair-Share. The statement "TPS is an effective way to make class discussion pattern variations" is made by Huda (2015). Assuming that rules must be made for every topic in order to maintain order in the classroom, TPS processes can allow students more time to reflect, react, and support one another.

Think Pair Share (TPS) is a framework for cooperative learning activities, according to Silva et al. (2022). With this method, students can work both

individually and in groups. Optimising student participation, or giving every student a chance to be acknowledged and demonstrate their involvement to others, is another benefit of this type of Cooperative Learning Model. The statement "Think Pair Share technique is a type of Cooperative Learning Model that provides opportunities for students to work alone and collaborate with other students, and be able to fully participate in the learning process" was also made by Tran (2019). Huda (2015) claims that "TPS is a simple, but very useful type Of Cooperative Learning Model" in his book.

Based on a few of the aforementioned viewpoints, it can be inferred that the Think Pair Share Cooperative Learning Model employs the pairwise discussion type of Cooperative Model, culminating in a teacher-led plenary discussion. Through the utilisation of the TPS type of Cooperative Learning Model, students receive instruction on how to respectfully express their differing ideas while adhering to the established material and learning objectives. To qualify as TPS, learning must pass through a number of stages and procedures in the implementation process. The following Think-Pair-Share type of Cooperative Learning Model are attributed to Huda (2015):

1. Consider. A question or issue pertaining to the lesson is posed to the class by the teacher during the thinking phase. The instructor may next invite them to consider the solution for a short while.
2. In duos. At this point, the instructor asks the class to talk about what they have acquired in pairs. Typically, four to five minutes are allotted for pairing up. They may find it easier to mix ideas with their respective companions and

discover answers to the questions posed if they interact during the allotted period.

3. Distributing. The teacher asks groups to discuss their views with other groups at this point. It is intended that all couples will be able to present their discussion material results if time permits; if not, the teacher will ask a few pairs to present their discussions to the class as a whole.

There are benefits and drawbacks to this learning model as a system that will be used in the teaching and learning process. Huda (2015) states that the benefits of a paired group, or a group with just two members, are as follows:

1. TPS will increase student participation
2. Suitable for simple tasks
3. More members have the opportunity to contribute to each group member.
4. Easier interaction
5. It is easier and faster to form groups

Every instructor should be aware of the following drawbacks of this particular learning paradigm in addition to its benefits. According to Huda (2015), think duo share's shortcomings are:

1. A lot of groups report and require oversight
2. Less concepts surfaced
3. In the event of a dispute, an arbiter is not present. It is anticipated that after learning about the benefits and drawbacks of Think Pair Share cooperative learning, educators and students will be able to comprehend the TPS type of Cooperative Learning Model regulations.

As a result, this learning model can be applied as effectively as possible to produce a comfortable learning environment.

2.4 The Implementation Cooperative Learning Model at SMA 1 Sidrap

A learning paradigm known as Cooperative Learning Model placed an emphasis on students working together in small groups to accomplish shared objectives. It did this by using a variety of instructional activities to improve students' comprehension of the material and their capacity to solve issues as a group Ningsih et al. (2019).

One of the primary models used in the implementation of Cooperative Learning Models at SMA 1 Sidrap was "Think-Pair-Share" (TPS), as previously discussed in the research. These ideas were put into practice with the intention of improving student involvement, preventing passivity, and improving comprehension of the material especially while teaching English.

This model has been chosen by the English teacher at SMA 1 Sidrap because it allows students to interact, collaborate and solve problems jointly. The TPS cooperative model has achieved positive results in the course of education and training.

The implementation of these cooperative models also aligned with the 2013 curriculum and involved an analysis of instructional syntax and curriculum-based lesson plan adjustments. The results of this analysis helped identify the types of Cooperative Learning Models that were most suitable for English teaching activities at SMA 1 Sidrap. The alignment between lesson plans and the

curriculum aimed to provide an effective learning experience for students and enhance their understanding of the subject matter.

G. Conceptual Framework.

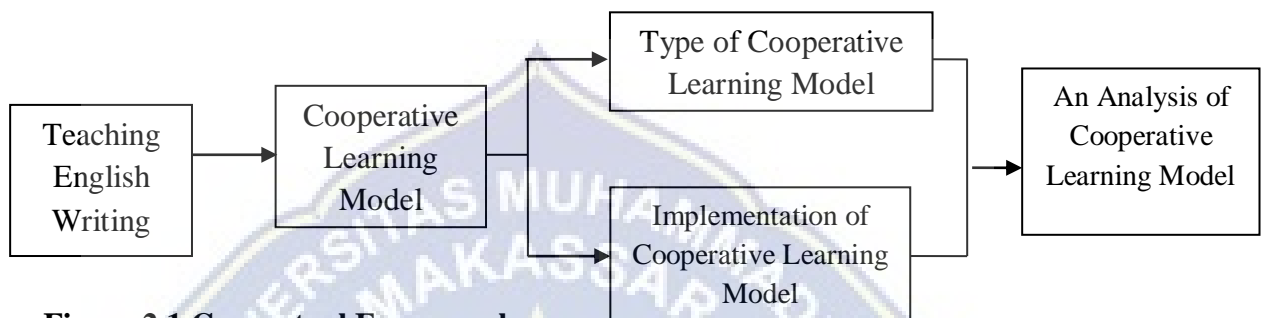


Figure 2.1 Conceptual Framework

Based on the conceptual framework above, cooperative learning is a teaching model that should have been integrated into language skills in English language learning and the delivery of content based on the skills that the teacher wants to teach, such as writing. The types of creative writing are based on the curriculum taught by the teacher in class XI. By applying cooperative learning, the researcher wants to investigate the types of Cooperative Learning Models and how teachers implemented cooperative learning in teaching English.

CHAPTER III

RESEACH METHOD

A. Research Design

This research employed a descriptive qualitative approach. According to Creswell & Guetterman (2018), qualitative research is a type of study that heavily relies on information from subjects or participants in a broad scope, poses general questions, collects data mostly from the text or words of participants, and subjectively explains and analyzes the collected text. The study observed the types of Cooperative Learning Models and how teachers applied these models in the classroom. In gathering data, the research used various instruments to obtain objective and accurate results. Some instruments utilized during the study included Classroom observation checklist and interviews. As stated by Rukajat (2018), qualitative research involved the essential revelation of meaning through interactions with subjects via interviews and observations in specific contexts, with the researcher serving as the key instrument.

B. Subject of the Research

The subjects of the research were chosen according to the need and purpose of the research. Purposive sampling technique was chosen in this research where the criteria of teachers were certified and most importantly teachers who used Cooperative Learning Model in teaching. The two teachers were chosen since they were certificated with several teaching seminars related to innovative teaching and learning.

C. Research Instruments

In this research, the researcher was used two kinds of instruments, those are interview and classroom observation checklist.

1. Interview

Interviews were conducted to know what types of cooperative learning used by the teachers in Cooperative Learning Model. In this research interview with two English teachers who were implementing the Cooperative Learning Model in teaching English. The type of interview used was a semi-structured interview. Researchers formulated five questions regarding the type of cooperative learning model, based on Huda's 2015 theory. This theory discussed the types of cooperative learning models, how to apply them, the steps for each type of Cooperative Learning Model, as well as the advantages and disadvantages associated with each type of cooperative learning model.

2. Classroom observation Checklist

Classroom observation checklist was used to gather in-depth data and verify the implementation of Cooperative Learning Models by teachers in teaching English. This Classroom checklist was used to summarize the implementation of the Cooperative Learning Model by examining the teachers' lesson plans. The observations were supported by an classroom observation checklist to ensure how teachers were implementing the Cooperative Learning Model based on the 2013 curriculum. Huda (2015) provided the theory that was applied, explaining the two different cooperative learning models two stay two

stray and think pair and share. There were six syntax in each type of cooperative learning model that was used.

D. Data Collection Procedures

Based on the research instruments previously mentioned, the following data collection procedures can be carried out:

1. Interview

Interview was conducted by following the following procedures :

2.1. Researcher use an interview guide to determine the type of Cooperative Learning Model

2.2. The researcher used an open questionnaire, which is a type of written interview

2.3. Researcher compose questions that ask about the type of Cooperative Learning Model used.

2.4. Schedule of interviews with English teachers who apply the Cooperative Learning Model.

2.5. Exploring teachers' perspectives on their decision-making process, the reasons for choosing a particular model, and how they modify or adapt the model to meet curriculum requirements.

2. Classroom observation Checklist

The observations were conducted using the following procedures:

1). a checklist of observations was prepared, which included procedures for the Cooperative Learning Model.

2). Permission was sought to view the teacher's lesson plan before the class started.

- 3). Permission was requested to attend eleventh-grade classes.
- 4). Observations were carried out throughout the lesson while reviewing the teacher's Lesson Implementation Plan.
- 5). Noteworthy events were recorded for research purposes.

By following these procedures, researcher can collect rich qualitative data that will help answer research questions regarding the types of Cooperative Learning Models used by teachers and their application based on the 2013 curriculum.

D. Technique of Data Analysis

In addition to employing theory from an expert to support the outcome, a technique of data analysis will be employed based on data that has been obtained and will be organized to be the result of the research. Sugiono (2015) claims that the researcher used an interactive model for this investigation. The four processes in this methodology are data reduction, data display, conclusion drawing, and conclusion verification.

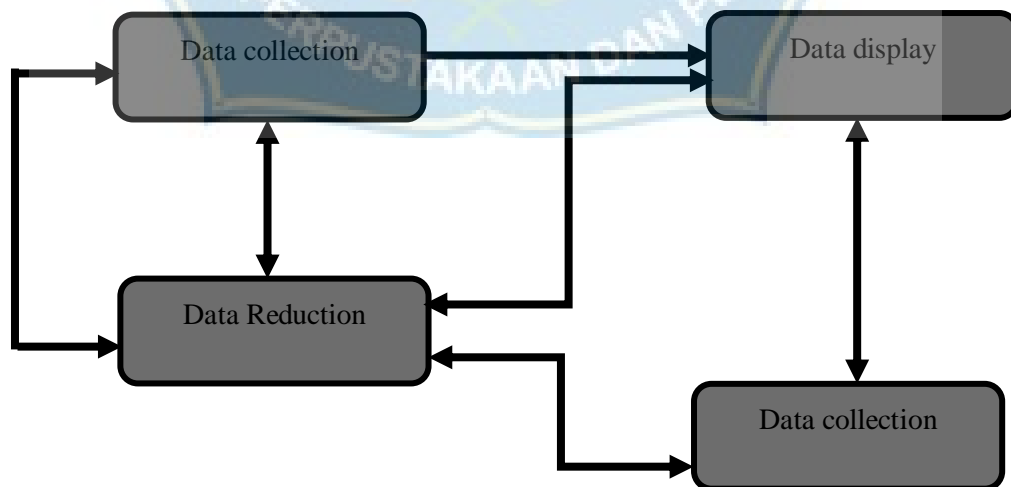


Figure 3.1 Data Analysis: Interactive Model

a. Data Reduction

In this section, outlines the steps involved in selecting, focussing, simplification, and transformation of data in order to assess it. The information gathered through interviews, observations, and records is extensive and intricate. Data reduction is therefore required in order to make the data comprehensible and usable. Then, in order to cut down on data, researchers concentrate on study issues, specifically about how students perceive feedback when using the Cooperative Learning Model. It is split into unrelated data.

b. Data Display

Display data means an organized and compressed collection of information which all ows conclusions to be drawn. The data view helps us to understand what it is happen and do something. Presentation of data in this study using written interviews and observations in the form of checklist documents. In this section the researcher tries to collect in an organized manner and condense the information that has been taken from students and teachers.

c. Conclusion Drawing

Conclusion drawing and conclusion verification will be done in the final section. The researcher will begin to select the most crucial data as a preliminary conclusion as soon as the data collection process begins. This study triangulates the data by analyzing interview and document data. Until the data gathering is complete, the final conclusion may not be shown at this point.

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

In this section, the data presented are the result of data analysis from an interview, an observation, and documentation. The details of the findings are described as follows:

1. The Types of Cooperative Learning Model Used by the Teacher at Eleventh Grade of SMAN 1 Sidrap.

This research employed semi-structured interviews with two English teachers to collect information about the types of Cooperative Learning Models. The purpose of this instrument was to gather information from the teachers, allowing them to share their thoughts, feelings, or beliefs about the types of Cooperative Learning Models they used in the classroom. The following are the in-depth responses provided by each teacher in answering each question.

Table 4.1

Teacher	Answer
Teacher 1	I use two types of Cooperative Learning Model, namely TSTS and TPS. I mostly use the TPS Cooperative Learning model. I use this cooperative learning model where I ask students to interact with their classmates so they can work together well. That's why I use this type of Cooperative

	Learning Model in the teaching and learning process .
Teacher 2	The Cooperative Learning Model was about how students work together in the classroom and how they work together to learn. The cooperative learning that I use is Think Pair and Share, and I only used Think Pair and Share for cooperative learning. In my opinion, Think Pair and Share encourages students to think critically, express their thoughts and participate in discussions with classmates, allowing students to effectively participate in the learning process.

Based on the table, it was evident that both teachers employed the Cooperative Learning Model in English language instruction. The first teacher utilized two models, namely Two Stay Two Stray and Think Pair and Share. On the other hand, the second teacher solely employed the Think Pair and Share model. However, both teachers at SMAN 1 Sidrap used the Think Pair and Share Cooperative Learning Model for English language teaching.

The stages of group formation were carried out by the teacher in the classroom. Here were the in depth responses provided by each teacher in answering each question responses.

Table 4.2

Teacher	Answer
Teacher 1	<p>First, I instructed the students about the learning sequence. After that, I divided them into groups and provided them with a question. I gave them a specific time frame to think about the question individually. They discussed the question with their group partners. Following the group discussion, I asked them to further discuss their findings with another group. After this, each group presented their discussions in front of the class.</p>
Teacher 2	<p>First, in the "think" stage, I posed a question to the students. After that, we moved on to the "pair" stage, where they paired up. In this stage, the question I had given them was discussed with their respective partners. Following that, in the "share" stage, I provided them with another opportunity to discuss the question with students from different pairs or other group members. After this collaborative discussion, they presented their findings in front of the class.</p>

Based on the table, it is evident that both teachers share similarities in implementing the stages of cooperative learning, especially in the context of the Think Pair and Share Cooperative Learning Model. There are three stages: the think stage, the pair stage, and the share stage. Although the first teacher did not

explicitly mention the stages as clearly as the second teacher, the stages are the same. In the think stage, both teachers initiated by presenting a question to the students and then allocated specific time for them to contemplate the answer individually. Moving to the pair stage, the first teacher divided the students into several groups, while the second teacher grouped them in pairs. Subsequently, students engaged in discussions about the given question with their respective partners within the group or pair. Transitioning to the share stage, both teachers provided an opportunity for students to share their findings with other groups or pairs. Following this collaborative discussion, each group or pair presented their discoveries in front of the class. Despite differences in how they organized the groups (into several groups or pairs), the overall approach and sequence of the three stages remained consistent between the two teachers.

The reasons why the teachers used type of Cooperative Learning Model. Here were the in depth responses provided by each teacher in answering each question

Table 4.3

Teacher	Answer
Teacher 1	This Cooperative Learning Model could make students more active in education, so they weren't passive. The main advantage was that students became more active in class and could collaborate effectively. Through this collaboration, they could work together with their peers, get ideas from others, and expand their understanding.

Teacher 2	Think Pair and Share helped improve students' understanding, especially in writing. This is because Think Pair and Share involves sharing, and through this process, students could develop their speaking skills in discussions to generate ideas or frameworks before writing.
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Based on the table, it can be observed that both teachers employed a type of cooperative learning model. According to them, the implementation of cooperative learning models enhances student activity in the classroom and fosters effective collaboration. Additionally, these models provide opportunities for students to exchange ideas, work together in groups, and expand their understanding through collaborative efforts. Even though the second teacher specifically focused on Think Pair and Share, while the first teacher provided a more general explanation of cooperative learning, the essence and direction of their approach were essentially the same. Both teachers believed that cooperative learning models could make students more active, encourage effective collaboration, and facilitate the expansion of students' understanding through collaborative efforts.

The response from the teacher's about the advantages the types Cooperative Learning Model use by the teachers.

Table 4.4

Teacher	Answer
Teacher 1	The advantages of Think Pair and Share for me were that it enhanced students' engagement in learning. This was because students could collaborate with their group mates in solving problems or completing assigned tasks.
Teacher 2	The advantage of Think Pair and Share for me was that more members had the opportunity to contribute within each group. This facilitated students in interacting with their partners to solve the given problems.

Based on the information provided in the table, it is evident that both teachers highlighted the advantages of the Think Pair and Share cooperative learning model. Both educators articulated the benefits of Think Pair and Share, emphasizing its capacity to stimulate student interaction and involvement in discussions and collaborative problem-solving. This approach ensured that all group members had the chance to actively contribute and engage in discussions regarding problem-solving.

Beside the advantages of Cooperative Learning Model. There are the weakness type of cooperative learning mode. The response from the teachers about the weakness type of cooperative Learning Model

Table 4.5

Teacher	Answer
Teacher 1	The weakness of Think-Pair-Share for me was that it consumed a significant amount of time. Consequently, when time was limited, not all students had the opportunity to present their work.
Teacher 2	The weakness of Think Pair and Share was that it took a lot of time, so not all students could present their work.

Based on the table above, it is evident that both teachers stated that the weakness of Think Pair Share was the limited time, resulting in not all students getting the opportunity to present their discussion outcomes in front of the class. From the statements above, both teachers acknowledged that the weakness of the Type of Cooperative Learning Model, specifically Think-Pair-Share, was that it took a long time. Therefore, when the learning time was insufficient, not all students had the opportunity to present their work.

Based on the interview results above, it was evident that there were significant differences between the interview responses of the two English teachers who taught in the eleventh grade at SMAN 1 Sidrap. Both teachers used the Cooperative Learning Model in their teaching. The types of cooperatives used were Two Stay Two Stray and Think Pair Share. The first teacher used two types of cooperative learning models, namely Two Stay Two Stray and Think Pair and Share, while the second teacher used a type of cooperative learning model,

namely TPS. However, the second teacher applied the Cooperative Learning Model type, namely Think Pair and Share.

2. The Ways of the Teacher Implement Cooperative Learning Model in Teaching English Writing at Eleventh Grade of SMA 1 Sidrap.

Information about how teachers employ cooperative learning strategies to teach writing is gathered through observations. Two English teachers who teach students in the eleventh grade served as the study's subjects. Teacher 1 teaches English in the Science program, and Teacher 2 teaches English in the Social program. The 2013 curriculum is included in both the Science and Social Studies programs. This study looks at how teachers implement the Cooperative Learning Model when teaching English writing. The Classroom observation checklist was used to record observations. Two meetings were used to fully monitor the teacher during the research. The observations were conducted from August 25th to August 28th, 2023.

During Teacher 1 observation on August 25 2023, the first observation was carried out on Teacher 1 (see Table 4.6). Before observations were carried out, permission was first obtained to review the teacher's lesson plan. The Classroom Observation Checklist is prepared to record findings during observations. The observation results show that Teacher 1 has carried out all activities in accordance with the learning syntax of the type of Cooperative Learning Model. This is observed by looking at the learning syntax on the class observation checklist.

In the process of teaching English, teachers apply Think Pair and Share type learning syntax. Not all activities are carried out fully. During group

presentations, not all groups have the opportunity to present their work due to time constraints. Although some groups have completed their tasks, other groups are still in progress when time runs out. Teacher 1 continues to guide students in discussions. If students experience difficulties, the teacher provides guidance to help them understand the concepts in the learning material and provides explanations that connect the current material with previous knowledge. The observed teaching focused on descriptive texts, especially in the context of writing skills.

In the Lesson Plan, the teacher had mentioned the achievement of knowledge and basic skills competencies, with a focus on writing. Although these competencies are integrated, the implementation leaned more toward writing skills. Regarding knowledge-based competencies, in the lesson plan, it was stated that students would learn about descriptive texts, including their social function, text structure, and linguistic features, both orally and in writing, related to famous tourist destinations and historical places. This was achieved through the provision and request for information.

As for skill based competencies, the Lesson Plan stated that students would write short and simple descriptive texts about famous tourist destinations and historical places, considering their social function, text structure, and linguistic features, correctly and contextually. One indicator for this competency is the ability of students to write or create descriptive texts. In actual teaching, Teacher 1 used the Think Pair and Share model and implemented in accordance with the Cooperative Learning Model syntax. Due to time constraints, it was not

fully implemented, specifically in presenting the group discussion results, as not all groups could present their work, although they continued to collect and discuss their findings with their group members.

In the observation of Teacher 2 on August 28, 2023, permission was also obtained before the observation to review the teacher's lesson plan. A Classroom Observation Checklist was prepared to record the observations. The observation results revealed that Teacher 2 had successfully conducted all teaching activities in accordance with the instructional syntax Cooperative Learning Model. Furthermore, the implementation of teaching aligned with the Lesson Plan. The Cooperative Learning Model Think Pair and Share (TPS) was used as described in the lesson plan. The material taught was the same as what Teacher 1 taught, focusing on writing skills. The desired competencies were also similar to those of Teacher 1, emphasizing writing skills. In terms of knowledge-based competencies, Teacher 2 guided students on descriptive texts, considering both oral and written communication skills. The teacher encouraged students to think independently, answer questions, speak, listen, and practice instructions. The classroom atmosphere was marked by students' attentive responses to the teacher's questions. Some students were immediately engaged in reading, opening books, and searching for information, while others remained silent without attempting to answer.

Furthermore, the teacher explained the upcoming activities and divided students into small groups. Students engaged in focused discussions, exchanged ideas, and helped each other answer the teacher's questions. The teacher

introduced the topic of a descriptive text paragraph and instructed students to create one. The teacher used the surrounding environment as material for creating a descriptive paragraph, mentioning "Bamboo Spear Monument" as the topic, which happened to be near the school and visible in the classroom. Students immediately started working on their tasks with their group mates. Later, they were asked to share information with members of other groups and then returned to their group mates to improve their paragraphs. During this process, the teacher moved around, asking about any challenges they faced. Observing the activities carried out by the teacher, they had implemented instructional syntax in the Cooperative Learning Model, namely Think-Pair-Share.

Based on the results of the above observations, as indicated by the Classroom Observation Checklist, both teachers implemented one types of Cooperative Learning Models Think Pair and Share. However, in classroom practice, only one types of cooperative learning were used in accordance with the instructional syntax in Cooperative Learning Model.

Table 4.6

The implementaion of Think pair and share

Syntax	Teacher 1	Teacher 2	Note
Think			
The teacher ask question or problems to students related to the lesson	Yes	Yes	

The teacher can ask them to think about the answer for a few minutes.	Yes	Yes	
Pair			
The teacher asks students to pair up and discuss what they have learned	Yes	Yes	The teacher 1 forms groups with 4 people in each group
The teacher provides the opportunity to interact, exchanges ideas to answer the questions given, for four to give minutes.	Yes	Yes	
Share			
The teacher asks the group to share ideas with other groups.			
All pairs can share the results of the material discussion.	Yes	Yes	

From the table above, it was evident that all Think Pair Share implementation syntax had been executed well. However, there were significant differences in group formation. Specifically, the first teacher divided the students into groups of four people, while the second teacher divided them into pairs of two people. According to the first teacher, the groups of four people remained in pairs. As for of the classroom observation checklist sheet, it could be seen in Appendix B, which presented data on Two Stay and Two Stray and Think Pair and Share. The researcher only wrote the implementation of Think Pair and Share because during the observation, both teachers used Think Pair and Share. Therefore, what was displayed in the table was only Think Pair and Share.

B. Discussion

This section discusses all the facts found by researchers, their relationship to several related literature contained in chapter II, as well as opinions and suggestions from experts.

1. The Types of Cooperative Learning Model Used by the Teacher at Eleventh Grade of SMAN 1 Sidrap

The teachers at SMAN 1 Sidrap used two types of Cooperative Learning Models, namely Two Stay Two Stray and Think Pair and Share. Teacher 1 used two types, namely Two Stay Two Stray and Think Pair and Share. Teacher 2 used the Think Pair and Share type of cooperative learning model. However, both teachers implemented the Think Pair and Share (TPS) Cooperative Learning Model. This type of cooperative learning model had a positive impact on student involvement, reduced passivity, and encouraged collaboration between students,

thereby helping them understand the subject matter better. If the right Cooperative Learning Model was chosen and implemented correctly according to the learning objectives, positive results would be achieved in the educational process.

Based on these findings, it appeared that both teachers used the Cooperative Learning Model in teaching English. The first teacher used two models, namely Two Stay Two Stray and Think Pair and Share, while the second teacher exclusively used the Think Pair and Share model. However, the two teachers at SMAN 1 Sidrap used the Think Pair and Share Cooperative Learning Model in teaching English. This is line with according to Huda (2015) that there were two types of cooperative learning models, namely Two Stay Two Stray and Think Pair and Share. These two models were useful for teachers and students in the English learning process.

In the teacher's implementation of the cooperative learning model, it is line with According to the three stages as outlined by Huda (2015). First, in the "think" stage, the teacher presented a question to the students. After that, moving on to the "pair" stage, students engaged in exchanging thoughts and discussing the question in pairs. Following this, in the "share" stage, the teacher provided them with the opportunity to discuss their ideas with members of other groups or classmates. This collaborative sharing process concluded with the groups presenting their discussions in front of the class.

According to Teacher 1, Think-Pair-Share (TPS) was regularly used. Teachers formed groups during the thinking stage, where the teacher asked students questions or problems related to the lesson and then allowed them a few

minutes to think individually. In pairs, the teacher asked students to discuss what they had thought about, typically allocating four to five minutes for this stage. The interaction during this time facilitated finding answers and combining ideas with their respective partners.

During the sharing stage, the teacher asked groups to share ideas with other groups. If time permitted, it was hoped that all pairs could share the results of their discussions. However, if not, the teacher asked several pairs to share with the whole class what they had discussed. This is in line with Huda (2015), although not exactly the same as the syntax due to the absence of previous group formation. Nevertheless, it was still considered a Think Pair and Share approach because it mostly followed the syntax of the cooperative learning model, namely Think Pair and Share. This is supported by Silva et al. (2022), indicating that the TPS model is a structure of cooperative learning activities that allows students to work individually and collaborate in groups. This aligned with the approach used by the teacher.

The teacher's reason for using the TPS Cooperative Learning Model, according to Teacher 1, was that the influence of cooperative learning could encourage students' activeness and enthusiasm in learning English. Although the teacher did not explicitly mention the impact of the learning model on learning outcomes, the observation that students became more active and enthusiastic is in line with the general view that Cooperative Learning increases student engagement and understanding of the material. This is in line with what Huda (2015) mentioned, that Think Pair and Share would increase student participation

and more members have the opportunity to contribute to each group member.

Additionally, Teacher 1 had expressed enjoyment in utilizing the Cooperative Learning Model for teaching writing because of its integration of four language skills. Although the teacher did not explicitly state their opinion on the amalgamation of these four skills, this is in line with the general viewpoint of education experts such as Agustin (2023), who asserted that the cooperative learning approach was more effective in heightening students' interest in writing.

Regarding the application of Cooperative Learning Models to specific topics, teacher 1 mentioned adapting the model to the material being taught, testing students' understanding, and ensuring alignment with basic competencies. This is in line with the concept that the selection of a learning model should consider the characteristics of students and the taught material.

Through Teacher 1's overall response, it was observed that the implementation of the Think Pair and Share Cooperative Learning Model had a positive correlation with the views of educational experts. This demonstrated consistency between teaching practices and scientifically recognized Cooperative Learning principles.

According to teacher 2, in choosing a Cooperative Learning Model, they prefer the Think-Pair-Share (TPS) type. The teacher expressed an exclusive use of the TPS model in teaching, emphasizing the development of critical thinking skills, expression of ideas, and student engagement in discussions. This is in line with Silva et al. (2022) who described TPS as a structure for cooperative learning activities, allowing students to work independently and collaborate in groups. The

technique provides opportunities for each student to be acknowledged and demonstrate their participation.

The benefits of TPS, according to the teacher, involve enhancing students' understanding, especially in writing, through the process of sharing ideas before writing. This is in line with Huda (2015), who stated that TPS can increase student participation, is suitable for simple tasks, and provides more opportunities for group members to contribute. The teacher also observed a positive impact on stimulating student activity and enthusiasm, consistent with Tran (2019), who indicated that cooperative learning, such as TPS, enhances student engagement and understanding of the material.

Regarding the alignment with class material, teacher 2 mentioned adapting the use of TPS based on the taught material and students' comprehension levels. The enjoyable experience in teaching writing was also emphasized by the teacher, reflecting satisfaction in implementing Cooperative Learning Models. This is in line with Agustin (2023), indicating that cooperative learning approaches are more effective in increasing students' interest in writing. Both of teachers and experts agree that Cooperative Learning Models, especially Think-Pair-Share, provide benefits in improving student participation, fostering critical thinking skills, and enhancing understanding of the material, particularly in the context of teaching English writing skills.

Based on the statements above that the preference for the Think-Pair-Share (TPS) Cooperative Learning Model was well-founded. It was observed that both teachers primarily utilized the Think-Pair-and-Share model, indicating a

commonality in the type of Cooperative Learning Model employed by both educators. This is line with Sumarsya et. al. (2020) stated that the Think-Pair-Share Cooperative Learning Model could have enhanced students' motivation in learning. This perspective was supported by numerous theories and opinions indicating that the use of the Think-Pair-Share Cooperative Learning Model could provide a positive boost to students' motivation in the learning process. According to Ageasta & Oktavia (2018) mentioned that the Think Pair and Share Cooperative Learning Model helped students visualize their knowledge through group work and enhanced student motivation and ability in English Learning activity. Therefore, the use of the think pair share learning model could have increased the activeness and achievement of students' English learning Sumiyardi (2019).

Moreover, prior research provided valuable insights into the effectiveness of cooperative learning in Teaching English. Assassi et al. (2019) stated that students were significantly engaged when using TPS more than when they worked individually. Additionally, students found that TPS, as a teaching strategy, provided them with more opportunities to speak and interact.

In addition, both teachers acknowledged weaknesses in the Think Pair and Share model based on their findings. The identified weakness was that it took quite a long time for all students to have the opportunity to present their work in front of the class. This is line with according to Huda 2015, as not all students had the opportunity to present their work in class. Furthermore, teachers also had to be patient in guiding students, this is line with Nasir (2018) pointed out when

implementing the Think Pair and Share Cooperative Learning Model in teaching English. Despite providing insights to students and resulting in improvements in their learning, this type of Cooperative Learning Model required teachers who were patient with students needing extra attention.

2. The Ways of the Teacher Implement Cooperative Learning Model in Teaching English Writing at Eleventh Grade of SMA 1 Sidrap.

From findings, it is seen that the two English teachers observed had different approaches in implementing the Cooperative Learning Model in teaching writing. The first teacher who taught in the science program chose to use the Think Pair and Share model, and likewise, the second teacher used the same type of cooperative learning model, namely Think Pair and Share. However, the second teacher teaching in the social studies program followed a lesson plan that included the Think-Pair-Share (TPS) model. Both teachers applied the Cooperative Learning Model based on learning syntax.

The learning activities carried out by the first teacher used Think Pair and Share as a Cooperative Learning Model. The teacher begins the lesson by dividing students into small groups, each consisting of four students, as usual, and arranged according to the learning syntax. This is in line with Huda (2015) that the first teacher actively supervises discussions and provides guidance if necessary. When learning time is almost over, the first teacher gathers the students again and does a short reflection on what they have learned. Even though not all groups had the opportunity to present their work due to time constraints, the first teacher still guided the discussion and ensured students' understanding of the concepts being taught. This is in line with Huda (2015) that with this approach, students are

physically involved and exchange ideas with several classmates, which helps them better understand the lesson material.

On the other hand, the second teacher, teaching in the Social Sciences program, chose to follow the prepared lesson plan using the Think-Pair-Share (TPS) model. This teacher implemented the Cooperative Learning Model according to the instructional syntax of Think-Pair-Share. This was evident from the results of the classroom observation checklist used in this research. In the "Think" stage, the teacher started the lesson by posing questions or problems related to the lesson to the students.

Then the teacher asks students to think about the answer for a few minutes. This is in line with Huda 2015, in the "Pairs" stage, the teacher instructs students to work in pairs and discuss what they have thought. Usually the time given to discuss in pairs is between four and five minutes. Interaction over time allows them to find answers to questions asked and integrate ideas with their partner.

This is in line with Huda (2015), At the "Sharing" stage, the teacher asks groups to share their ideas with other groups. During this process, the second teacher guides students to share with the rest of the class what they have discussed, provides additional instruction and encourages students to think more deeply about the material. Interaction between students becomes active, and they collectively develop a deeper understanding of descriptive texts. With the TPS approach, students think independently, collaborate with their partners, and share the results of their discussions with other groups. This is in line with Huda (2015)

that Think Pair and share allows students to develop a better understanding of the subject matter and broaden their horizons through collaboration with their classmates.

The current model of teaching writing typically centers on the teacher, emphasizes outcomes, often neglects the process, and requires a long time with limited impact. In contrast, It is in line with these study conducted by Ma (2022) who found that the cooperative learning approach that focuses on students is considered more effective. This approach values the students' learning process, promotes collaboration among students, and increases active participation in the writing process, ultimately inspiring student interest in writing.

Furthermore, the implementation of Cooperative Learning Model in the classroom makes students comfortable with collaborating in academic writing. When applied in the context of teaching English as a foreign language (EFL), the application of cooperative learning enhances the development of students' fundamental language skills and competence, as expressed by Rudhumbu (2023).

According to Herlina (2022), the implementation of cooperative learning resulted in enhanced collaboration, engagement, and more effective understanding among students when using technology in English language learning. This is line with the researcher findings, indicating that Think Pair Share provides opportunities for innovation and increased accessibility for students. Meanwhile, to establish an efficient cooperative teaching model centered on students and guided by teachers, active communication and meaningful feedback within the classroom are crucial. This corresponds with Prasiska's (2021) perspective that the

implementation of cooperative teaching fosters student collaboration, contributing to the establishment of a sustainable learning cycle.

Based on the statement above, in the context of teaching English writing at SMA 1 Sidrap, the application of the Cooperative Learning Model had a positive impact. The two English teachers applied the Think Pair and Share type Cooperative Learning Model, both aiming to facilitate the achievement of their teaching goals. The flexibility in implementing the Cooperative Learning Model helped students better understand the subject matter in learning English, thereby fostering more active and enthusiastic student involvement.

Therefore, it can be concluded that the importance of the Cooperative Learning Model has a positive impact on learning outcomes and students' interest in writing English. This is in line with Tran's (2019) use of a cooperative learning model to enable full participation in the learning process. Teacher flexibility and the use of various teaching models contribute to this positive impact. This demonstrates that the positive effects of employing the Cooperative Learning Model type make students more active and enthusiastic in learning, encouraging them to participate in discussion groups.

CHAPTER V

CONCLUSION AND SUGGESTION

After analysing and discussing the findings in the previous chapter, this chapter comes up with a conclusion and suggestion

A. Conclusion

Based on the Findings and Discussion, it could be concluded are as follows:

1. Think-Pair and Share and Two Stay Two Stray are the Cooperative Learning Model employed by both the English Teachers at Eleventh Grade of SMAN 1 Sidrap. They are thought to be advantageous in highlighting the growth of critical thinking abilities, concept expression, students' participation in discussions, and giving group members additional chances to contribute. It therefore had a favourable effect on piqueing pupils' interest in and activity for studying.
2. In terms of implementation, both teachers used the instructional of Cooperative Learning Model orderly based on the syntaxes. However, during implementation, teachers did not always to the time allotted, so some students were not allowed to share the results of their discussions. Therefore, in order to guarantee that every student has the chance to share their discussion conclusions, teachers should be discipline in managing their time throughout class.

B. Suggestions

Based on the conclusion above, the following are some suggestions to be considered :

1. For Teachers:

When teaching English, by using Cooperative Learning Model suggested teachers at Eleventh Grade of SMAN 1 Sidrap are organized their time as best as possible so that all students had the opportunity to present the results of their discussions. Therefore, the teachers at Eleventh Grade of SMAN 1 Sidrap need to reflect and enable more efficient learning planning and follow time management guidelines, thereby ensuring a smooth learning process. In this way, each student has the opportunity to present their academic progress in front of the class. This shows the ability to adapt in using different strategies based on student needs and the demands of the situation, all with the ultimate goal of achieving learning objectives.

2. For Researchers

Subsequent investigations in this domain ought to delve more deeply into the enduring impacts of Cooperative Learning Models on students' English writing proficiency. Studies with a longer duration would offer important insights into the long-term effects of various instructional strategies. In order to improve the effectiveness of the cooperative learning model and give every student the chance to present the outcomes of their group discussions, researchers should also look into variations in cooperative learning models and their unique effects. This will help students grasp the course material better..

Larger samples of schools and instructors in comparative study may aid in generalising results and identifying best practices for putting cooperative learning into practice. These suggestions can help cooperative learning continue to develop and benefit educators as well as researchers in this area, especially when it comes to teaching English as a second language.



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APPENDIX A**INSTRUMENT****1. Teacher'S Interview****Teacher's Name** :**Class** :

1. Which type of Cooperative Learning do you use in teaching English ?
2. How were the stages in forming the types of Cooperative Learning Model you used in the class?
3. Why you use Cooperative Learning Model?
4. What is the advantage of using the types of Cooperative Learning Model?
5. What is the weakness of using the types of Cooperative Learning Model?

Adapted from Huda (2015)

2. Classroom Observation Checklist

Teacher Name : _____
Subject : _____

Lesson Title : _____

No	Observation Aspect	Implementation				
		T.1		T.2		Note
		Yes	No	Yes	No	
Two Stay Two Stray (TSTS)						
1	The students work in small groups of four as usual					
2	Two students from each group will leave the group and visit each other in groups while the other two will stay in their respective groups to receive two visitors from other groups,					
3	The two students who live in the group will each be responsible for distributing work, information and knowledge to the 2 guests who come to the group.					
4	After exchanging opinions and information, the guests said goodbye and returned to their groups.					
5	These guests will return to their respective groups and convey the information they got from the groups they visited.					
6	The groups will discuss the results of their work.					
Think Pair and Share(TPS)						
A. Think.						
7	The teacher asks questions or problems to students related to the lesson.					
8	The teacher can ask them to think about the answer for a few minutes.					
B. In pairs.						
9	The teacher asks students to pair up and discuss what they have learned.					
10	The teacher provides the opportunity to					

	interact, exchange ideas to answer the questions given, for four to five minutes.					
	C. Sharing.					
11	The teacher asks the group to share ideas with other groups.					
12	All pairs can share the results of the material discussion.					

Adapted from Huda (2015)



APPENDIX B

A. RESEARCH RESULTS OF TWO TEACHERS

1. Teacher One Interview

Teacher's Name : Drs. Masse Bin Laupe, SIP

Class : Science Program

1. Which type of Cooperative Learning do you use in teaching English ?

I use two types of Cooperative Learning Model, namely TSTS and TPS. I mostly use the TPS Cooperative Learning model. I use this cooperative learning model where I ask students to stand and interact with their classmates so they can work well together. That is why I use this method in teaching and learning

2. How were the stages in forming the types of Cooperative Learning Model you used in the class?

First, I instructed the students about the learning sequence. After that, I divided them into groups and provided them with a question. I gave them a specific time frame to think about the question individually. They discussed the question with their group partners. Following the group discussion, I asked them to further discuss their findings with another group. After this, each group presented their discussions in front of the class.

3. Why you use Cooperative Learning Model?

This Cooperative Learning Model could make students more active in education, so they weren't passive. The main advantage was that students became more active in class and could collaborate effectively. Through this collaboration, they could work together with their peers, get ideas from others, and expand their understanding.

4. What is the advantage of using the types of Cooperative Learning Model?

The advantages of Think-Pair-Share for me were that it enhanced students' engagement in learning. This was because students could collaborate with their group mates in solving problems or completing assigned tasks.

5. What is the weakness of using the types of Cooperative Learning Model?

The weakness of Think-Pair-Share for me was that it consumed a significant amount of time. Consequently, when time was limited, not all students had the opportunity to present their work.



2. Teacher Two Interview

Teacher's Name : Nurhayati, S.Pd.

Class : Social Education Program

1. Which type of Cooperative Learning do you use in teaching English ?

The cooperative learning model was about how students work together in the classroom and how they work together to learn. The cooperative learning that I use is Think Pair and Share, and I only used Think Pair and Share for cooperative learning. In my opinion, Think Pair and Share encourages students to think critically, express their thoughts and participate in discussions with classmates, allowing students to effectively participate in the learning process.

2. How were the stages in forming the types of Cooperative Learning Model you used in the class?

First, in the "think" stage, I posed a question to the students. After that, we moved on to the "pair" stage, where they paired up. In this stage, the question I had given them was discussed with their respective partners. Following that, in the "share" stage, I provided them with another opportunity to discuss the question with students from different pairs or other group members. After this collaborative discussion, they presented their findings in front of the class

3. Why you use the Cooperative Learning Model?

Think Pair and Share helped improve students' understanding, especially in writing. This is because Think-Pair-Share involves sharing, and through this process, students could develop their speaking skills in discussions to generate ideas or frameworks before writing

4. What is the advantage of using the types of Cooperative Learning Model?

The advantage of Think-Pair-Share for me was that more members had the opportunity to contribute within each group. This facilitated students in interacting with their partners to solve the given problems.

5. What is the weakness of using the types of Cooperative Learning Model?

The weakness of Think-Pair-Share was that it took a lot of time, so not all students could present their work.



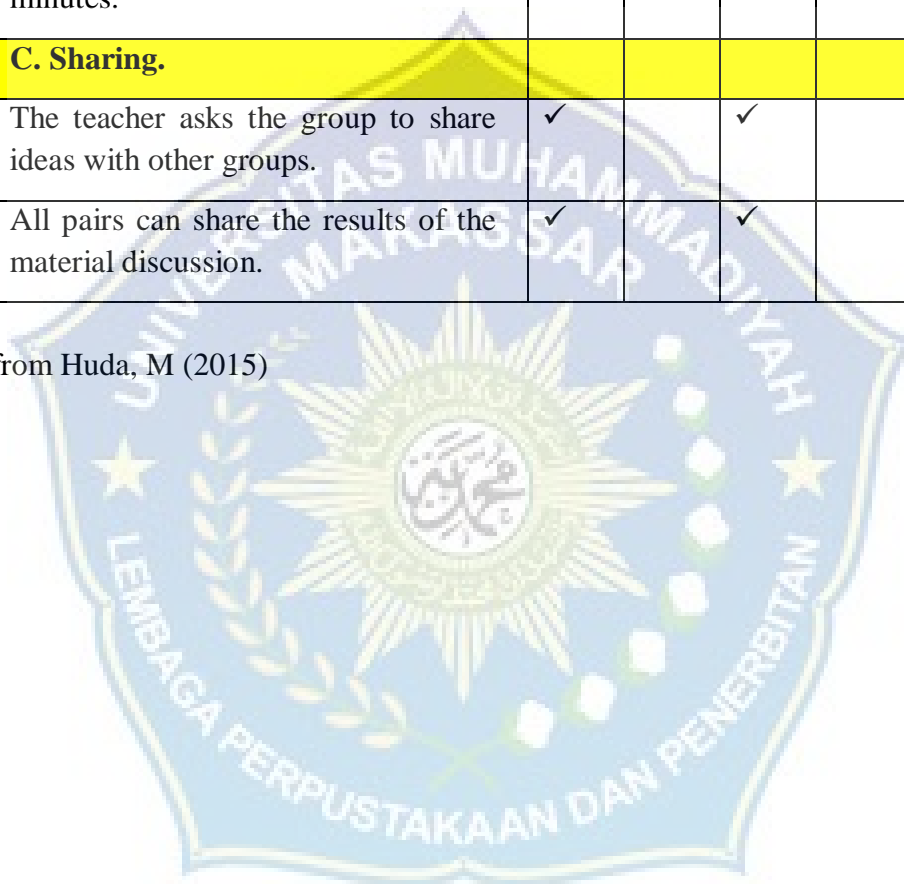
B. Result of Classroom Observation Checklist

Teacher Name : 1. Drs. Masse Bin Laupe, SIP
 : 2. Nurhayati, S.Pd.
 Subject : English Language
 Lesson Title : Descriptive text

No	Observation Aspect	Implementation				
		T.1		T.2		Note
		Yes	No	Yes	No	
Two Stay Two Stray (TSTS)						
1	The students work in small groups of four as usual		✓		✓	
2	Two students from each group will leave the group and visit each other in groups while the other two will stay in their respective groups to receive two visitors from other groups,		✓		✓	
3	The two students who live in the group will each be responsible for distributing work, information and knowledge to the 2 guests who come to the group.		✓		✓	
4	After exchanging opinions and information, the guests said goodbye and returned to their groups.		✓		✓	
5	These guests will return to their respective groups and convey the information they got from the groups they visited.		✓		✓	
6	The groups will discuss the results of their work.		✓		✓	
Think Pair and Share(TPS)						
A. Think.						
7	The teacher asks questions or problems to students related to the lesson.	✓		✓		

8	The teacher can ask them to think about the answer for a few minutes.	✓		✓		
B. In pairs.						
9	The teacher asks students to pair up and discuss what they have learned.	✓		✓		
10	The teacher provides the opportunity to interact, exchange ideas to answer the questions given, for four to five minutes.	✓		✓		
C. Sharing.						
11	The teacher asks the group to share ideas with other groups.	✓		✓		
12	All pairs can share the results of the material discussion.	✓		✓		

Adapted from Huda, M (2015)



LESSON PLAN TEACHER I

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : UPT SMA Negeri 1 Sidrap

Mata pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Alokasi Waktu : 2 × 45 menit (1 Pertemuan)

Materi Pokok : Teks Deskriptif

A. Tujuan Pembelajaran

Melalui kegiatan pembelajaran berbasis teks dengan metode cooperative learning siswa mampu menyusun dan membuat teks deskriptif dalam bentuk paragraf.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi (IPK)

Kompetensi Dasar (KD)	Indikator Pencapaian Kompetensi (IPK)
3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
	3.4.2 Menyebutkan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana
	3.4.3 Membedakan struktur teks dan unsur

	<p>kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.</p>
<p>4.4 Teks deskriptif</p> <p>4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks</p>	<p>4.4.1.1. Merespon teks lisan mengenai teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal</p> <p>4.4.2.1. Membuat teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.</p> <p>4.4.3.1. Mendemonstrasikan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.</p>

Materi :

Descriptive text is text that states what someone or someone does it's like. The goal is to describe and express something special person, place, or thing.

Generic Structure of Descriptive Text

* Identification to identify phenomena that will occur

explained.

* Description to describe the phenomenon in parts, quality, or/and characteristics.

Language Features of Descriptive Text Use of adjectives and compound adjectives.

example :

- Ganggawa stadium with five hundred seats.

- beautiful pointed bamboo monument.

Use of Linking Verbs/related verbs.

example :

- This mosque is very magnificent.

- The Andi Cammi Monument consists of six statues of warriors holding sharp bamboo sticks, badik and machetes at the top of the monument.

Use of Simple Present Tense

example. :

- The Pangkajenne Great Mosque accommodates hundreds of worshipers.

- This hotel provides 450 rooms and a large swimming pool.

Use of degrees of comparison

example :

- The weather in Jakarta is hotter than Bandung.

- Bogor has the same weather as Ungaran.

D. Pendekatan, Metode dan Model Pembelajaran

Pendekatan : Pendekatan

saintifik Metode : Cooperative Learning

Model : Think pair share

E. Kegiatan Pembelajaran

Tahap	Langkah-langkah pembelajaran	Alokasi waktu
PENDAHULUAN	<p>1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, dan menyiapkan lembaran penilaian siswa.</p> <p>2. Mengaitkan materi yang akan dipelajari dengan kehidupan sehari-hari dengan menanyakan bentuk-bentuk tempat wisata dan bangunan bersejarah yang ada di sekitarnya, semisal Monumen Bambu Runcing.</p> <p>Peserta didik diharapkan merespon sehingga terjadi dialog sederhana bentuk bangunan tersebut.</p> <ol style="list-style-type: none"> a. Menyampaikan tujuan pembelajaran yang akan dicapai. b. Menyampaikan penilaian yang akan digunakan. c. Literasi (peserta didik disajikan teks berisi ayat al Qur'an dan terjemahannya dalam bahasa Inggris) 	5 Menit
INTI	<ol style="list-style-type: none"> 1. guru memberikan penjelasan tentang kegiatan pembelajaran yang akan dilaksanakan 2. guru menyiapkan pertanyaan atau topik menulis yang relevan dengan materi pembelajaran. topik tersebut sesuai dengan tujuan pembelajaran 3. guru memberikan waktu kepada siswa untuk merumuskan ide mereka tentang topik tersebut. Mereka dapat menulis atau membuat kerangka ide secara individu. 	70 Menit

	<p>4. Setelah siswa selesai berpikir dan mencatat ide mereka, guru meminta siswa untuk berpasangan dengan teman sebangkunya.</p> <p>5. Siswa menuliskan teks deskriptif singkat berdasarkan topik yang diberikan, dengan memperhatikan fungsi social, unsur kebahasaan dan struktur teks nya.</p> <p>6. Guru membimbing siswa</p> <p>7. Setelah berdiskusi dengan pasangan, guru memberikan kesempatan kepada siswa untuk berbagi ide atau pemikiran terbaik mereka kepada seluruh kelas.</p> <p>8. Salah satu siswa masing-masing kelompok membacakan hasil karyanya</p> <p>9. Masing-masing kelompok mengumpulkan salinan teks yang telah mereka buat</p>	
<p>Penutup</p>	<p>1. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru)</p> <p>2. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</p> <p>3. menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu announcement</p> <p>4. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dengan cara menulis pada jurnal belajar.</p>	<p>15 Menit</p>

F. Penilaian

1. Kompetensi keagamaan dan sosial

- a. Teknik penilaian : observasi/ pengamatan
- b. Bentuk : Catatan hasil observasi
- c. Instrumen : Jurnal

2. Kompetensi Pengetahuan:

- a. Teknik penilaian : Tes
- b. Bentuk Penilaian : Tes lisan (kuis) dan penugasan individu dan kelompok.
- c. Instrumen penilaian : kuis (daftar soal) dan lembar kerja.

3. Kompetensi keterampilan:

- a. Teknik penilaian : penugasan.
- b. Bentuk : tugas tertulis.
- c. Instrumen penilaian : lembar kerja dan penilaian presentasi

4. Remedial

- a. Pembelajaran remedial dilakukan bagi Peserta didik yang capaian KD nya belum tuntas
- b. Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes.
- c. Tugas remedial, dilakukan sebanyak 3 kali yaitu dengan cara menugaskan kepada peserta didik untuk membenahi tugas yang telah dikerjakan sehingga memenuhi ketentuan yang ditetapkan.

5. Pengayaan Bagi Peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan sebagai berikut:

- a. Siswa yang mencapai nilai n (ketuntasan) n n (maksimum) diberikan materi masih dalam cakupan KD dengan pendalaman sebagai pengetahuan tambahan.

b. Siswa yang mencapai nilai n n(maksimum) diberikan materi melebihi cakupan KD dengan pendalaman sebagai pengetahuan tambahan.

G. Media/Alat dan Sumber Belajar

1. Media/Alat : Lembar Kerja,

2. Sumber Belajar :

a. Buku Bahasa Inggris (Wajib) Kelas XI, Kementerian dan Kebudayaan Tahun 2017.

b. Internet

c. Gambar

d. Buku/ sumber lain yang relevan.

Mengetahui

Rappang, 25 Agustus 2023

Kepala Sekolah UPT SMAN 1 Sidrap

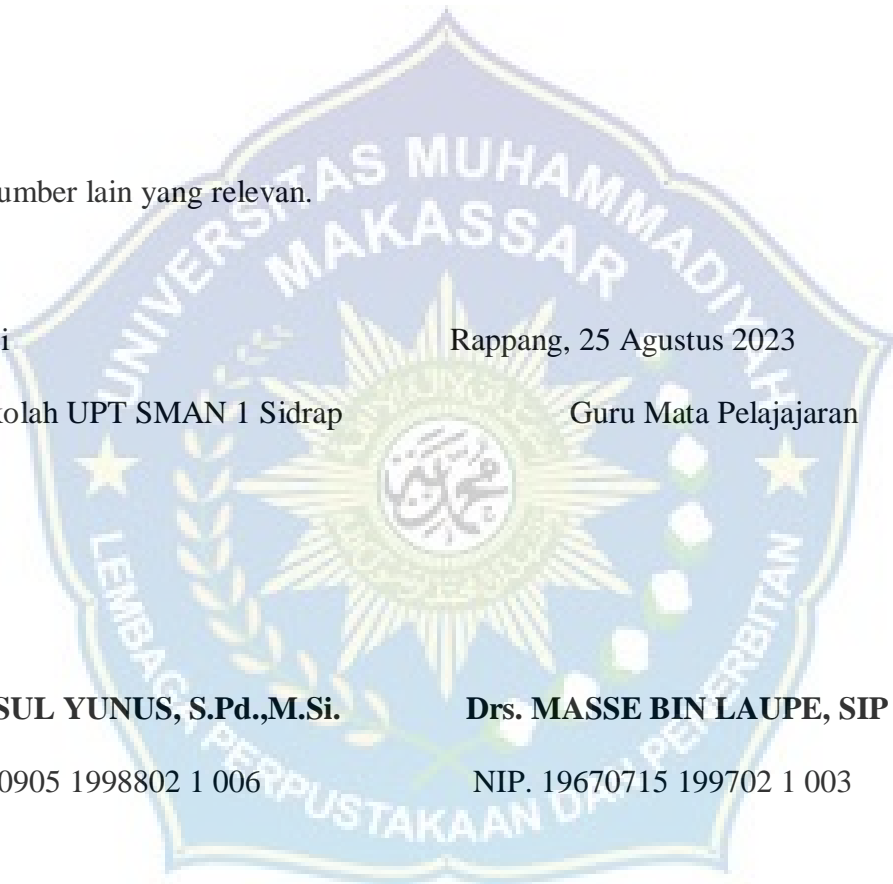
Guru Mata Pelajaran

H. SYAMSUL YUNUS, S.Pd.,M.Si.

Drs. MASSE BIN LAUPE, SIP

NIP. 19690905 1998802 1 006

NIP. 19670715 199702 1 003





**INSTRUMEN PENILAIAN KOMPETENSI KETERAMPILAN
PADA TUGAS TERTULIS**

Satuan Pendidikan : SMAN 1 Panca Rijang

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Kompetensi dasar : 4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Indikator : 4.4.1.1. Merespon teks lisan mengenai teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2.1. Membuat teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.

4.4.3.1. Mendemonstrasikan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.

Materi : Teks Deskriptif

Instrumen:

1. Gambar Masjid Agung Pangkajenne Kab Sidenreng Rappang.
2. Gambar Monumen Bambu Runcing Rappang, Kab Sidenreng Rappang.

Instruksi:

Look at the following picture! Please write a description about one of the following pictures. Pay attention to the text organization, agreement, grammar, vocabulary, and social function! If you are not familiar with that picture, you can choose to describe other tourism sites or historical buildings at your place.



RUBRIK PENILAIAN

Kreteria	Sesuai skor 2	Kurang Sesuai skor 1	Tidak sesuai skor nol
Organisasi teks			
Kesesuaian judul dan isi			
Tata Bahasa (Grammar)			
Vocabulary (Kosa kata)			
Fungsi Sosial			

**LESSON PLAN TEACHER II****RENCANA PELAKSANAAN PEMBELAJARAN**

Sekolah : UPT SMA Negeri 1 Sidrap

Mata pelajaran : Bahasa Inggris

Kelas/Semester : XI/Ganjil

Alokasi Waktu : 2 × 45 menit (1 Pertemuan)

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A. Tujuan Pembelajaran

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3.4 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.	3.4.1 Mengidentifikasi struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
	3.4.2 Menyebutkan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana
	3.4.3 Membedakan struktur teks dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.4 Teks deskriptif 4.4.1 Menangkap	4.4.1.1. Merespon teks lisan mengenai teks deskriptif terkait tempat wisata dan

makna secara kontekstual terkait	bangunan bersejarah terkenal
fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait	4.4.2.1. Membuat teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.
tempat wisata dan bangunan bersejarah terkenal.	4.4.3.1. Mendemonstrasikan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.
4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	

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- beautiful pointed bamboo monument.

Use of Linking Verbs/related verbs.

example :

- This mosque is very magnificent.
- The Andi Cammi Monument consists of six statues of warriors holding sharp bamboo sticks, badik and machetes at the top of the monument.

Use of Simple Present Tense

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- This hotel provides 450 rooms and a large swimming pool.

Use of degrees of comparison

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D. Pendekatan, Metode dan Model Pembelajaran

Pendekatan : Pendekatan

saintifik Metode : Cooperative Learning

Model : Think pair share

E. Kegiatan Pembelajaran

Tahap	Langkah-langkah pembelajaran	Alokasi waktu
PENDAHULUAN	1. Menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi, menyiapkan buku pelajaran, dan menyiapkan lembaran penilaian siswa. 2. Mengaitkan materi yang akan dipelajari dengan kehidupan sehari-hari dengan menanyakan bentuk-bentuk tempat wisata	5 Menit

	<p>dan bangunan bersejarah yang ada di sekitarnya, semisal Monumen Bambu Runcing.</p> <p>Peserta didik diharapkan merespon sehingga terjadi dialog sederhana bentuk bangunan tersebut.</p> <ol style="list-style-type: none"> a. Menyampaikan tujuan pembelajaran yang akan dicapai. b. Menyampaikan penilaian yang akan digunakan. c. Literasi (peserta didik disajikan teks berisi ayat al Qur'an dan terjemahannya dalam bahasa Inggris) 	
INTI	<ol style="list-style-type: none"> 1. guru memberikan penjelasan tentang kegiatan pembelajaran yang akan dilaksanakan 2. guru menyiapkan pertanyaan atau topik menulis yang relevan dengan materi pembelajaran. topik tersebut sesuai dengan tujuan pembelajaran 3. guru memberikan waktu kepada siswa untuk merumuskan ide mereka tentang topik tersebut. Mereka dapat menulis atau membuat kerangka ide secara individu. 4. Setelah siswa selesai berpikir dan mencatat ide mereka, guru meminta siswa untuk berpasangan dengan teman sebangkunya. 5. Siswa menuliskan teks deskriptif singkat berdasarkan topik yang diberikan, dengan memperhatikan fungsi social, unsur kebahasaan dan struktur teks nya. 	70 Menit

	<p>6. Guru membimbing siswa</p> <p>7. Setelah berdiskusi dengan pasangan, guru memberikan kesempatan kepada siswa untuk berbagi ide atau pemikiran terbaik mereka kepada seluruh kelas.</p> <p>8. Salah satu siswa masing-masing kelompok membacakan hasil karyanya</p> <p>9. Masing-masing kelompok mengumpulkan salinan teks yang telah mereka buat</p>	
Penutup	<p>1. Peserta didik menyimpulkan pembelajaran (dibimbing oleh guru)</p> <p>2. Peserta didik mendapatkan umpan balik terhadap proses dan hasil pembelajaran: Thank you very much for your participation. You did a good job today, I'm very happy with your activity in the class. How about you, did you enjoy my class?</p> <p>3. menginformasikan rencana kegiatan pembelajaran untuk pertemuan berikutnya yaitu announcement</p> <p>4. Peserta didik melakukan refleksi terhadap kegiatan yang sudah dilaksanakan dengan cara menulis pada jurnal belajar.</p>	15 Menit

F. Penilaian

1. Kompetensi keagamaan dan sosial
 - a. Teknik penilaian : observasi/ pengamatan
 - b. Bentuk : Catatan hasil observasi
 - c. Instrumen : Jurnal

2. Kompetensi Pengetahuan:

- a. Teknik penilaian : Tes
- b. Bentuk Penilaian : Tes lisan (kuis) dan penugasan individu dan kelompok.
- c. Instrumen penilaian : kuis (daftar soal) dan lembar kerja.

3. Kompetensi keterampilan:

- a. Teknik penilaian : penugasan.
- b. Bentuk : tugas tertulis.
- c. Instrumen penilaian : lembar kerja dan penilaian presentasi

4. Remedial

- a. Pembelajaran remedial dilakukan bagi Peserta didik yang capaian KD nya belum tuntas
- b. Tahapan pembelajaran remedial dilaksanakan melalui remedial teaching (klasikal), atau tutor sebaya, atau tugas dan diakhiri dengan tes.
- c. Tugas remedial, dilakukan sebanyak 3 kali yaitu dengan cara menugaskan kepada peserta didik untuk membenahi tugas yang telah dikerjakan sehingga memenuhi ketentuan yang ditetapkan.

5. Pengayaan Bagi Peserta didik yang sudah mencapai nilai ketuntasan diberikan pembelajaran pengayaan sebagai berikut:

- a. Siswa yang mencapai nilai $n(\text{ketuntasan}) < n(\text{maksimum})$ diberikan materi masih dalam cakupan KD dengan pendalaman sebagai pengetahuan tambahan.
- b. Siswa yang mencapai nilai $n > n(\text{maksimum})$ diberikan materi melebihi cakupan KD dengan pendalaman sebagai pengetahuan tambahan.

G. Media/Alat dan Sumber Belajar

1. Media/Alat : Lembar Kerja,
2. Sumber Belajar :
 - a. Buku Bahasa Inggris (Wajib) Kelas XI, Kementerian dan Kebudayaan Tahun 2017.

- b. Internet
- c. Gambar
- d. Buku/ sumber lain yang relevan.

Mengetahui

Rappang, 25 Agustus 2023

Kepala Sekolah UPT SMAN 1 Sidrap

Guru Mata Pelajaran

H. SYAMSUL YUNUS, S.Pd.,M.Si.

NURHAYATI, S.Pd.

NIP. 19690905 1998802 1 006

NIP. 19770616 200604 2 026



**INSTRUMEN PENILAIAN KOMPETENSI KETERAMPILAN
PADA TUGAS TERTULIS**

Satuan Pendidikan : SMAN 1 Panca Rijang

Mata Pelajaran : Bahasa Inggris

Kelas : XI

Kompetensi dasar : 4.4 Teks deskriptif

4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks deskriptif, lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks

Indikator : 4.4.1.1. Merespon teks lisan mengenai teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal

4.4.2.1. Membuat teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.

4.4.3.1. Mendemonstrasikan teks deskriptif terkait tempat wisata dan bangunan bersejarah terkenal.

Materi : Teks Deskriptif

Instrumen:

1. Gambar Masjid Agung Pangkajenne Kab Sidenreng Rappang.
2. Gambar Monumen Bambu Runcing Rappang, Kab Sidenreng Rappang.

Instruksi:

Look at the following picture! Please write a description about one of the following pictures. Pay attention to the text organization, agreement, grammar, vocabulary, and social

function! If you are not familiar with that picture, you can choose to describe other tourism sites or historical buildings at your place.



RUBRIK PENILAIAN

Kreteria	Sesuai skor 2	Kurang Sesuai skor 1	Tidak sesuai skor nol
Organisasi teks			
Kesesuaian judul dan isi			
Tata Bahasa (Grammar)			
Vocabulary (Kosa kata)			
Fungsi Sosial			

**SURAT PERMOHONAN PENELITIAN**

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PROGRAM PASCASARJANA

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24 Agustus 2023 M.

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Kepala Sekolah SMAN 1 Panca Rijang Kab. Sidenreng Rappang

di -
Tempat

Assalamu Alaikum Wr. Wb.

Dalam rangka penyusunan tesis mahasiswa Program Pascasarjana Universitas Muhammadiyah Makassar :

Nama : Hamriati
NIM : 105071101421
Program Studi : Magister Pendidikan Bahasa Inggris
Judul Tesis : An Analysis Of Cooperative Learning Model In Teaching English At The Eleventh Grade Of SMAN 1 Panca Rijang Keb. Sidenreng Rappang

Maka kami mohon kiranya mahasiswa tersebut dapat diberikan izin untuk melakukan penelitian dan diberi data yang diperlukan pada Sekolah yang Bapak/Ibu sedang pimpin.

Demikian permohonan kami, atas perhatian dan bantuannya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

An. Direktur,
Asisten direktur 1


Dr. Syamsia, S.P., M.Si.
NBM : 1432 7309 1063486

Alamat : Jl. Sultan Alauddin No. 259 Telp. : (0411) 866 972 – 5047085 Fax.: (0411) 865 588 Makassar 90221



PEMERINTAH PROVINSI SULAWESI SELATAN
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Yang bertanda tangan di bawah ini Kepala SMAN 1 Sidrap Kabupaten Sidenreng Rappang Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : Hamriati
 Tempat Tanggal Lahir : Galimpua, 08 Juli 1995
 Nim : 105071101421
 Program Studi : Pasca Sarjana Pendidikan Bahasa Inggris
 Alamat : Dusun II Ponrawe Desa Anabanna

Telah melaksanakan penelitian di UPT SMA Negeri 1 Sidrap mulai pada tanggal 25 agustus sampai dengan tanggal 28 Agustus 2023 dengan judul penelitian

“AN ANALYSIS OF COOPERATIVE LEARNING MODEL IN TEACHING ENGLISH AT THE ELEVENTH GRADE OF SMAN 1 SIDRAP KAB. SIDENRENG RAPPANG”

Demikian surat keterangan ini kami buat untuk dipergunakan sebagaimana mestinya

Rappang, 28 Agustus 2023

Kepala UPT SMAN 1 S



H. SYAMSUL YUNUS, S.Pd., M.Si.

CURRICULUM VITAE 19690905 199802 1 006



Hamriati was born on July 8th 1995. She is the third daughter of the couple Tamrin and Marwati. She has two brothers and she is the youngest child. She started her elementary school education at SDN 5 Otting from 2001 to 2007. After that, she continued her education to junior high school at SMPN 2

Panca Rijang in 2007 and graduated in 2010. She continued her high school education at SMAN 1 Panca Rijang which is known today. this as SMA 1 Sidrap in 2010 and graduated. in 2013. After that, she continued her studies at the Department of English, English Education Study Program at STKIP Muhammadiyah Rappang from 2013 to 2017 and earned a bachelor's degree. 2018 she continued her studies at the Department of Elementary School Education and finished in 2021. In 2021 she continued her studies at the Masters in English Language Education, University of Muhammadiyah Makassar.



DOCUMENTATION ACTIVITIES ON THE PROSES LEARNING IN THE CLASS

Teacher 1

1. The teacher forms small groups



2. The teacher asks students questions relate to the lesson



3. The student pairs



4. The students sharing

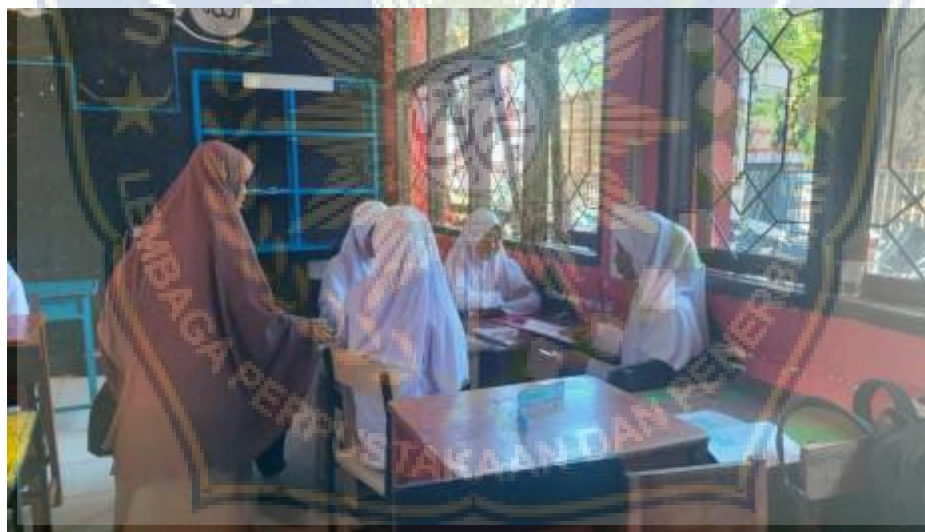


Teacher 2

1. Students Think



2. Students Pair



3. Students share





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Nim 105071101421

Program Studi Magister Pendidikan Bahasa Inggris

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