UNNES

UNIVERSITAS NEGERI SEMARANG

THE DEVELOPMENT OF STUDENTS' SELF-CONFIDENCE THROUGH COOPERATIVE LEARNING (CL) IN AN EFL CLASROOM

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

Litani Ika Budiarti

2201414023

ENGLISH DEPARTMENT

FACULTY OF LANGUAGES AND ARTS

UNIVERSITAS NEGERI SEMARANG

2019

APPROVAL

This final project entitled the Development of Students' Self-Confidence through Cooperative Learning in an EFL Classroom has been approved by a board of examination and officially verified by the Dean of the Faculty of Languages and Arts on August, 2019.

Board of Examination:

1. **Chairperson**
   Dr. Hendi Pratama, S.Pd., M.A.
   NIP. 198505282010121006

2. **Secretary**
   Arif Suryo Priyatmjo, S.Pd., M.Pd.
   NIP. 198306102010121002

3. **First Examiner**
   Sri Wahyuni, S.Pd., M.Pd.
   NIP. 197104082006042001

4. **Second Examiner**
   Pasca Kalisa, S.Pd., M.A., M.Pd.
   NIP. 198909062014042001

5. **Third Examiner/Advisor**
   Puji Astuti, S.Pd., M.Pd., Ph.D.
   NIP. 197806252008122001

Approved by
The Dean of Faculty of Languages and Arts

Dr. Sri Rejeki Urip, M.Hum.
NIP. 196202211989012001

ii

DECLARATION OF ORIGINALITY

I, Litani Ika Budiarti hereby declare that this final project entitled *The Development of Students' Self-Confidence through Cooperative Learning (CL) in an EFL Classroom* is my own work and has not been submitted in any form for another degree or diploma at any university or other institute of tertiary education. Information derived from the published and unpublished work of others has been acknowledged in the text and a list of references is given in the bibliography.

Semarang, April 2019

Litani Ika Budiarti
NIM. 2201414023

MOTTO AND DEDICATION

"If you believe, you will receive whatever you ask for in prayer."

(Matthew 21:22)

"Now I do not know whether I was then a man dreaming I was a butterfly, or whether I am now a butterfly, dreaming I am a man."

(Zhuangzi)

To the God who give me everything,

and them who have a big question mark inside their mind.

ACKNOWLEDGEMENTS

First of all, I would like to praise and thank God, for blessing me with this life and also the great chance to finish my undergraduate study. I would like to express my sincere gratitude to Mrs. Puji Astuti S.Pd., M.Pd., Ph.D. as my advisor for giving me such encouragement and continuous guidance so that I could finish this final project. Moreover, I deeply thank to my examiners, Mrs. Sri Wahyuni, S.Pd., M.P.d and Mrs. Pasca Kalisa, S.Pd., M.A., M.Pd. who gave important feedback and arguments for improvement of this study. I also dedicate my sincere appreciation to all lectures and staff of English Department. I really had a wonderful time during my study in this Department.

My special thanks, as ever, go to my beloved family for the endless support during my ups and downs. I am also grateful to and I would like to say thank you so much for my fantastic friends. Thank you for coming into my life.

My thanks also go to the member of SMAN 1 Purworejo families, for allowing me to have my research there and all kind of support that they provided me with. Finally, I would like to thank all whom I cannot mention one by one for unforgettable contribution during the completion of my final project. I also have a great expectation that my research will be beneficial and useful for anyone who is interested in the topic I presented in this study.

Semarang, April 2019

Litani Ika Budiarti

ABSTRACT

Budiarti, Litani Ika. 2019. *The Development of Students' Self-Confidence through Cooperative Learning in An EFL Classroom.* A Final Project, English Department, Faculty of Languages and Arts, Universitas Negeri Semarang. Advisor: Puji Astuti, S.Pd.,M.Pd., Ph.D.

Keywords: development, self-confidence, 2013 Curriculum, Cooperative Learning, Indonesian EFL classroom.

This study aimed to analyze the development of students' self-confidence in an EFL classroom through CL for XI grader students of SMAN 1 Purworejo in the academic year 2017/2018. This study employed a qualitative case study methodology. The researcher conducted the study based on the theories of Eysenck Personality (1985) and modified Bandura (2006) for analyzing the self-confidence personality and the CL theory of Structural Approach to Character Development (Kagan, 2002) based on Kagan Structure (Davoudi & Mahinpo, 2012). The instruments used were observation sheet, interview transcriptions, document analysis, and questionnaire. Based on the results and the data analysis, it can be concluded that CL enhance the development of students' self-confidence in an EFL classroom. CL is not only enhancing the development of students' self-confidence but also promoting the virtue itself. The students' high order thinking skills are also developing together with their inner motivation to speak up. This inner motivation is indeed the trigger to develop self-confidence directly. The formation of group discussion in CL is the most powerful component of CL that develops students' self-confidence.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, reasons for choosing the topic, research questions, objectives of the study, scope of the study, the significance of the study, definition of key terms and outline of the report.

1.1   Background of the Study

Learning a language cannot be separated from culture. This is the reason why Indonesia as a decent country keeps developing curriculum with character education in it, as the latest one, the 2013 curriculum. This 2013 curriculum, also called K13, is designated to focus more on the development of students' attitude. As character education is the main filter to different cultural background, it is become an urgent matter then to pay more attention to it. One to another, one of the main characteristics of our country local genius is working together. Not as individual our people socialize, but as a community. Just like the old saying *'Everybody needs somebody'*, the nature of human being is one that always needs others. Thus, it becomes more important for us to preserve our identity in the form of this attitude things.

As a compass in the world of education, the curriculum is always directing and guiding the learning activities. As education practitioners in Indonesia are continuously looking for ways to improve the quality of education, they develop K13 curriculum which is expected to give a contribution to the realization of the

qualified and potential learners. Huball and Burt (2004) state that the reformation of the curriculum is a complex, diverse, and repetitious process, in which ideas are made into policies, transformed into behavior, and expressed as social actions. This statement, once again, supporting the role of community in social actions; how they must know to be cooperative in social life inside the society. This also in line with the base of K13 which is developed from two philosophical theories namely reconstructivism and Gestalt theories (Farisi, 2013). The idea of K13 received many attentions and responses as it is implemented in the world of education. K13 is a competency-based curriculum design in which its development remains focused on achieving the competences formulated from standard competencies. These standard competences of K13 consist of core competency (kompetensi inti) and basic competency (kompetensi dasar) which will be discussed in the next section.

Talking about character education once again, it is not a new topic in the Indonesian education setting. Back to the basic, the main duty of education above all is to create an individual who will be able to survive in society. The goals of education as clearly supported by the Law No. 20 of 2003 about the national education system, article 1, Clause 1 stated that:

> Education is a conscious and deliberate effort to create the learning circumstances and learning process so as the students actively improve their potential to have spiritual strength, self-control, personality, intelligence, noble character and some skills are needed to themselves, society, state and nation.

> *Pendidikan adalah usaha sadar dan terencana untuk mewujudkan suasana belajar dan proses pembelajaran agar peserta didik secara aktif mengembangkan potensi dirinya untuk memiliki kekuatan spiritual keagamaan, pengendalian*

> *diri, kepribadian, kecerdasan, akhlak mulia, serta keterampilan yang diperlukan dirinya, masyarakat, bangsa dan negara.*

Education is an important element for a human being. Therefore, every single person has a right to get education freely from anything, anyone, or anywhere. Hopefully, they can manage their personality and character. Those are the function of education which is stated on the Law No. 20 of 2003 Article 3. That article stated that:

> National education tends to develop the skills and good character also dignified civilization in the context of educating the national life, aims to develop the students' potential in order to become human being which is in faith and fear to the God, have good moral, healthy, knowledgeable, skilled, creative, independent, and become democratic and responsible citizen.
>
> *Pendidikan nasional berfungsi mengembangkan kemampuan dan membentuk karakter serta peradaban bangsa yang bermartabat dalam rangka mencerdaskan kehidupan bangsa. Pendidikan nasional bertujuan untuk berkembangnya potensi peserta didik agar menjadi manusia yang beriman dan bertakwa kepadaTuhan Yang Maha Esa, berakhlak mulia, sehat, berilmu, cakap, kreatif, mandiri, dan menjadi warga negara yang demokratis serta bertanggungjawab.*

The mandate of the National Education System Law No. 20 of 2003 above implies that education is not only to make the Indonesian people intelligent but also to make them have a good personality or character. Thus, it is important for us to realize the urgency of character education itself, as it continuously becomes a constant topic.

To perform such function, in which for an individual to live in society, one can start by working cooperatively. As working cooperatively also recognized as an important life skill, it is important for the students to possess this skill.

This is so the students can use it outside the classroom to help work effectively with others to solve any problem or task. One of teaching methodology that demanding such cooperativeness is Cooperative Learning or CL. CL recognized as an approach to learning which allowed children to cooperate with one another, lessen competitive behaviours, increase overall learning and enhance relationship (Borich & Ong, 2006). As we can see, these characteristics of CL are suitable for the search of K13 character education need and also meet the goal of education as stated above.

Now, talking about another main topic I discussed in my study, self-confidence character virtue. Based on Process Standard issued by the Ministry of Education and Culture of Indonesia as the attachment of regulation Number 22 the year 2016 about Process Standard Elementary and High School Education, I focused only on the attitudes that can be seen; social attitudes. There are six components included in social attitudes: (a) jujur (honest), (b) disiplin (discipline), (c) santun (modest), (d) percaya diri (self-confidence), (e) peduli (caring), (f) bertanggungjawab (responsibility). I focused on self-confidence attitudes only for it is one attitude that begins the other ones. Before all of them integrated into someone personality, self- confidence can be said as the seed of everything. This is the only way for one's individual to open up to others in society.

Based on Oxford Advanced Learner's Dictionary, self-confidence means having confidence in yourself and your abilities. In which, when you can trust, believe in and be sure about your abilities and good qualities you can easily

interact and work cooperatively with someone else in society. Thus, one will free themselves from other spectacles as jealously and doubting others that prevent from working with each other.

There are many other kinds of research that have been done in this field of study. In the next section, I will discuss some previous studies related to my topic. The overall conclusion of those studies inspired me to propose this study. There are three main problems encouraging me to propose this study. The first one is because it is always been hard to reveal any teaching techniques or methods that will be so perfectly compatible to the structure of K13 (the structure being discussed here are the one with the value to develop the character virtues). The second one is to depict that if such techniques do exist (refers to the first problem) how will it be implemented in the EFL Classroom. Finally, the last problem is to portray and describe how it will develop students' character virtue during teaching and learning. According to the limitations of these studies mainly discussed on chapter two section 2.1.4 (p.18) and the recommendations of these previous researchers such as Wichadee (2012) Mahmoud (2014), Al-Tamimi (2014), and Farzaneh and Nejadansari (2014) which suggest the next researchers to expand the research in this area of character virtue development, I came into a conclusion that CL was the best compatible teaching techniques to be studied. Hence, after I read some literature and tried to find some sources, I propose "The Development of Students' Self-Confidence through Cooperative Learning (CL) in EFL Classroom" as my focus of the study.

1.2 Reasons for Choosing the Topic

English as a Foreign Language (EFL) refers to the teaching of English to people for whom it is not the first language. Thus, it is not quite easy to teach English because it is the same with teaching something that is new and sometimes irrelevant. This will create so many problems for students. Here is my first point. As English is a very important but complicated course, to begin with, the teacher has to teach it carefully. This then leads me to the first reason for choosing this topic: teaching English carefully means to consider the method and students' attitude towards the method. This is where CL as an amusing technique plays its role. The variation is so many and each of them has a positive impact on learning. Yet, it is needed to make it clear the importance of it during the teaching-learning activities.

Secondly, when we are about to learn a language, we have to consider the other aspects that definitely comes with it: the culture. Culture is varied depends on each territory and tradition, this reason then becomes more crucial than the first. This demands the teacher awareness of how the students may behave following the language they learn. This is where, once again, a student's attitude plays a more important role.

Thirdly, as we know, self-confidence is the first modality for someone to go out and blend in society. One who does not have self-confidence will underestimate themselves and this will lead others around them do the same thing too. Those who do not develop their self-confidence will not be able to enter society and develop their character during the interaction in society. One

way to develop it is by practising yourself in a small society. Thus, the class with the CL approach method is the most appropriate miniature to not only develop someone self-confidence but also observe and develop it. This is the main reason I choose self-confidence.

1.3 Research Questions

This study sought to answer the following questions:

1. How is CL implemented in an EFL classroom?

2. How does CL develop students' attitude during the teaching and learning process?

3. How does CL promote students' self-confidence character virtue in EFL Classroom?

1.4 Objectives of the Study

From the questions above, the objectives of the study are:

1. To depict how CL is implemented in the EFL Classroom

2. To portray how CL develops students' attitude during the teaching and learning process.

3. To reveal how CL promote students' self-confidence character virtue in the EFL Classroom.

1.5 Scope of the Study

In order to make this study easier to be understood, I limited the range of my study into some objects only. First, this study would be conducted only to the eleventh-grade students of SMA N 1 Purworejo in the

academic year 017/2018. Second, CL technique was the only technique intended to help students in improving their attitudes being studied. The last, this study would be conducted around the self-confidence as a character virtue only for I did believe that it was the basic character virtue to develop other character virtues.

1.6   Significance of the Study

By conducting this study, I expected to give the readers more understanding of how CL maintains students' attitude during the lesson. The latest curriculum in Indonesia, which is Kurikulum 2013, demands not only the development of students' knowledge and skills but also students' attitude. CL as one of the techniques to enhance students learning activities meet the criteria of the current need in education on developing students' attitude in the class. Thus, by knowing and understanding how CL works on the development of students' attitude we will be able to prove another use of this technique and the most important, we will be able to enrich teaching and learning world with a more complete but easy and amusing technique.

The result of this study will also help other people who are interested in conducting similar studies. Give them more information about CL technique and students' attitude, especially how the CL enhance the teaching and learning process. Not only does CL promote one aspect of students' individual achievement but also another important aspect of their self-development which is very important to decide the success of learning itself.

As those conditions above have been met, there were three other main

determinants signify this study known during the process of the study. First, CL in Indonesian EFL Classroom possessed a strong connectedness in the way it promotes and enhances the development of character virtues demanded by the K13. The CL activities corresponded to the K13 conditions to develop non-academic achievement which refers to the character virtue itself. Second, the implementation of CL in Indonesian EFL Classroom had surpassed my expectation as it was not only become teaching technique but also a natural structural approach that might be resulting in developed another education domain beyond. The last, the development of the students' self-confidence might not be specifically shown, however, it was significantly spotted and with the continuity of implementation, it could be guaranteed that in the future it would be specifically showed, even in numbers. Therefore, those three determinants are signed as the significance of this study even more.

1.7 Outline of the Report

This study consists of five sections. In the first section, I present the background of the study, reasons for choosing the topic, research questions, objectives of the study, scope of the study, and significance of the study. This section mainly is about the introduction of the topic being studied.

The second section reveals about literature review which consists of the review of the previous study, review of the theoretical background, and theoretical framework. Review of related literature explains about some previous studies related to my topic while related literature underlies the writing of this study. Furthermore, framework analysis consists of a

description of how my research is processed. The third chapter is research methodology which consists of research design, object of the study, unit of analysis, procedures of collecting the data, procedures of analyzing the data, and trustworthiness.

The fourth chapter is the findings and discussion part, which contains the presentation and analysis of the research data. The analysis of the research data is outlined in three parts. The first part is the CL in Indonesian EFL Classroom (and its regulations), the second part is the implementation of CL, and the last part is the development of self-confidence through CL. The fifth chapter presents the conclusion, suggestions, and weaknesses.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three subsections. The first subsection is the review of previous studies which explains about studies related to this research. The second subsection is the review of relevant concepts which explains the main idea underlines in this research. Lastly, there is a theoretical framework as the third subsection which describes the framework that guides the study's data collection and analysis.

2.1 Review of Previous Studies

In order to promote profound and meaningful learning, the latest Indonesian Education Curriculum-which is Kurikulum 2013-demanding not only the development of students' knowledge and skills but also the development of students' attitude. CL is proposed as one of the techniques to enhance students learning activities and to meet the criteria of the current need in education on developing students' attitude in the class. The following review is about some of the studies proving the positive relationship between CL and student's attitude in EFL Class.

2.1.1 Studies on CL for Developing Students' Character Virtues

Wichadee conducted an experimental study in 2012. The purposes of the research were: 1) to study the effects of cooperative learning on English reading skill development of 40 first-year students at BU, 2) to survey the students' attitudes towards cooperative learning method used in English classroom, and 3) to

examine their cooperative learning behaviors. Results of the study indicate that the students obtained higher reading comprehension scores for the post-test than the pre-test scores at the .05 level of significance. As to their attitudes towards cooperative learning, the findings indicate that most students rated cooperative learning moderately positive. Also, assessment forms show they performed well cooperative learning behaviors in their tasks. Thus, the researcher proves in this study that cooperative learning can be an effective way to deal with the problems faced by Thai teachers in EFL classes.

In 2014, Mahmoud also conducted an experimental study on how Cooperative language learning (CLL) approach was used to encourage second-year university students at the college of languages and translation, at Al-Imam University to learn from their peers so that they could develop their writing skills. Students in CLL-based groups were trained to be more responsible for their learning through developing their personal interaction as well as their linguistic competence in a more relaxed social context. As the students were given the treatment, the findings revealed that the students' scores in writing were higher for the post-test than the pre-test at the significance level of .001 after being subject to this kind of treatment. However, it is stated that the degree of improvement was not extremely high. As for the attitude scale, the results obtained proved that the students developed positive attitudes towards using the cooperative learning approach to develop language skills in general and to develop their writing skills in particular. The researcher identified that how the group is formed and selected can be an area worth to investigate by the next researcher.

Another experimental study was conducted by Al-Tamimi in 2014 investigates the effectiveness of cooperative learning in English language classrooms to enhance Yemeni students' speaking skills and attitudes. A quasi-experimental interrupted time series design was used with sixty undergraduates enrolled in the foundation English program at Hadhramout University, Yemen. The findings showed a remarkable development in the students' speaking skills and attitudes after the introduction of cooperative learning techniques. In light of the findings, the researchers recommend that teachers should benefit from applying CL in English classes, which may, in turn, develop students' speaking skills and attitudes. According to the researcher, there are two things that the next researchers have to investigate as he underlined his statement that not only does CL improve speaking skill, but can strongly and indirectly enhance students' attitudes.

Farzaneh and Nejadansari (2014) conducted another study about students' attitude during the EFL class using CL. They launched this study project to contribute to the studies conducted for investigating the efficiency of different models of reading instruction. In line with that, the main goal of this study was to investigate students' attitude towards using cooperative language learning techniques for reading instruction. According to the researchers, although cooperative methods are becoming more prevalent in private language schools, there are few studies regarding evaluating the students' attitude towards using cooperative learning for instructing reading comprehension in the Iranian context. Evaluation of students' attitude towards cooperative language learning in this research project was conducted using a survey questionnaire. Analysis of the

quantitative questionnaire results showed that the participants generally tend towards supporting the implementation of cooperative strategies in teaching and learning reading comprehension. The researchers suggest on their paper that the next researchers would investigate additional reasons which may motivate the instructors to use CL.

Er and Ataç (2014) stated that in teaching and learning environments, many methods, techniques and/or approaches are used. Among these, one of them is cooperative learning. It is defined as working in the soul of a team and in the team, the members help, motivate and trust each other. The findings of this study reported that there was a difference in gender in the attitudes towards cooperative learning for the good of females. The similar article called Cooperative Learning in the EFL Classroom was written by Fehling. The article focuses on cooperative learning in the EFL (English as a Foreign Language) classroom. Cooperative Learning is defined and its relevance and aims especially for EFL are described in this article. This article has demonstrated that cooperative learning is a highly relevant matter not only with regard to academic and social-affective learning such as the ability to work in a team but also concerning the second language learning. The results clearly stated that there was 30% social- affective learning development and 4% personality development of CL usage.

Davoudi and Mahinpo conducted a study that is focused on Kagan's CL models which are widely used because of its practicality in 2012. As the study stated, cooperative learning has been a popular topic in educational circles for more than a decade. Researchers and practitioners have found that learners working in

small cooperative groups can develop the type of intellectual exchange that fosters creative thinking and productive problem-solving. One of the best models of cooperative learning is Kagan's CL. The expended use of Kagan's CL structures could bring about increased language achievement. Increased use of Kagan's CL structures may bring about outcomes including greater employability, social skills, and language skills in order to prepare students (learners) for a real-world situation. The authors try to introduce this model to the world of language learning.

Another similar study conducted by Tuan in 2010. His study sought to investigate student diversities in terms of learning styles and linguistic competence, and the extent to which students change as regards participation, interaction, and achievement through Cooperative Learning activities embracing their diversities. 77 first-year EFL students from the two reading classes, one treated as the experimental group (EG) and the other as the control group (CG), at the Faculty of English Linguistics of the University of Social Sciences and Humanities in Ho Chi Minh City (USSH-HCMC) were invited to participate in the study. The findings substantiated that Vietnamese learners are open to change and Vietnamese EFL teachers should create effective activities for learners to immerse themselves in talking cooperatively instead of talking individualistically in the classrooms.

According to Al-Yaseen (2014) in his study, there is strong research evidence supporting the effectiveness of cooperative learning as a learning strategy in raising the standards of educational learning and maximizing learning outcomes of all students. It proved to have positive educational values which make it significant to apply it in the EFL classroom. This paper investigates the benefits of

cooperative learning based on its theoretical relevance to the EFL classroom. Light will be shed on the significance of the cooperative learning elements in addition to focusing on cooperative learning methods which could make a difference in the learning process of non-native speakers of English. The paper concludes with suggestions regarding the how best to present cooperative learning in the EFL classroom and some considerations which EFL teachers need to keep in mind regarding group and size, students and teachers' roles, and the evaluation process.

2.1.2   Studies on Character Building in Indonesian 2013 Curriculum

There are also some studies that discuss the Indonesian Government attempt to include character building in K13. One of them is a study conducted by Kaimuddin in 2014. According to him, the implementation of character education in formal educational environments have effective influence in addressing the phenomenon of anarchism, the imposition of the will, brawl learners, the proliferation of drug dealers and users, environmental crisis, a moral crisis, and various other social pathology tendencies. Formal education is an education system that is organized, purposeful, and measurable. Curriculum 2013 orientates and emphasizes on the strengthening of the moral, affective, and value of the concept of KI-1 (spiritual attitude), KI-2 (social attitudes), KI-3 (knowledge), and KI- 4 (application of knowledge). Implementation of character education in the Curriculum in 2013 can be developed by integrating cognitive, affective, and psycho-motoric aspects. In addition, to encourage and facilitate the realization of synergies between formal, non-formal and informal education, and encourage teachers to continue to improve the competence and their role model is another

form of implementation of Curriculum 2013.

Another similar study in the same field was conducted by Darsih in the same year, talking about restoring character education and improving students' creative thinking are the main reasons for the new curriculum development. This study employed teachers' understanding and perception of the implementation of the 2013 English Curriculum and identify problems encountered by the teachers in implementing the 2013 English curriculum. Through qualitative design, the study was conducted at one of the vocational high schools in Kuningan, West Java. This study reveals that the teacher's understanding toward 2013 curriculum is quite close to the basic principles of the curriculum and most of the teachers claim that the new curriculum cannot be easily implemented at the moment since they find several problems in implementing 2013 English curriculum. They got difficulties in applying new learning revolution, developing assessment rubrics and the shortage of English duration at school will not ensure to improve students' competence. It also recommended that the teachers should put more efforts on applying the 2013 curriculum in the teaching and learning process by joining any training, workshop and improve their creativity and adapt to the advance of knowledge and technology.

Haryati also conducted another similar study in almost the same topic in 2014. According to her, the Indonesian government policy on character education in the 2013 Curriculum should be supported by all stakeholders. Character education is not only important but absolutely needed by a nation in order to be a civilized nation. There are many proofs that developed nations are not always supported by plentiful natural resources, but it is because of their excellent

characters like honesty, hard work, responsibility, empathy, and patience. The main objective of character education is to increase student achievement and implementation of character building integratedly. It is expected that through character education, students are able to master, internalize, personalize, and implement character values in their daily lives. The strategies for character education can be implemented through (1) giving real model, (2) implanting discipline, (3) habit forming, (4) creating conducive atmosphere, (5) integration and internalization.

2.1.3   Studies on CL for Developing Self-Confidence

There are also some studies have been done in this area of the development of self-confidence through CL. Mafakheri et al conducted a study in 2013. In this study, the researchers used twenty questions of the questionnaire designed based on different literature and principal component and confirmatory factor analysis for analysis data. The results of the study indicated the main influenced factors are; ability, motivation, perseverance, sense of helplessness and inhibitor. Another article was written by Nazarova G. P. and Umrova Kh.H. in 2016 discussed the problems of self-confidence and its importance in language learning as well as suggests a series of activities for improving it.

Similar study aims to investigate the effect of cooperative learning on the confidence was conducted by Heydari, Zarei, and Zainalipour in 2013. This study was a quasi-experimental research with a control group and pre-test, post-test. The test group taught by cooperative learning method in 12 sessions but the control group was being taught traditionally. To gather information Eyescenk confidence

questionnaire used. The results showed that the CL method increases confidence in the girls' test group. But the CL method does not increase the confidence in the boys' test group significantly. Therefore, cooperative learning increases the confidence in girls more than boys.

Finally, the last but not least, the latest study I would like to review is the one conducted by Ali in 2017. His study focused on assessing whether or not there were differences between male and female students' attitudes towards cooperative learning (CL) in learning writing skills based on English for Ethiopia Grade Seven Pupil's Book. The results of the study showed that the students who were administered questionnaires and interviewed understood the benefits of using CL during writing through the number of students in each class was large, and they had poor background knowledge of English. The classroom observations proved that the number of students in each class was large; the teachers could not follow up and monitor their learners appropriately while the students were working on the writing activities in groups; the students frequently used their mother tongues rather than English during group discussions; the teachers did not set a time limit for the discussions, and there was no practice of evaluating the writing group activities after CL.

Moreover, the mean results indicated that female students had better attitudes towards CL in learning writing skills. However, their difference is not statistically significant. The summary of the findings indicated that the writing lessons in the students' English textbook should be taught through CL though there were some problems that have been mentioned above to practice them in the

classroom. As this last study having contrast results with the others study for many problems stated, I would like to take another point of view regarding how CL may affect students' attitude development while facing such problems.

2.1.4 Studies on the Development of Students' Character Virtues: A Gap Identification

According to the previous studies above, I took some recommendations to conduct a further study about the development of students' self-confidence thorough CL. The recommendations are:

According to the previous studies above, I took some recommendations to conduct a further study on the development of students' self-confidence through CL. The recommendations are:

a. Wichadee (2012) suggests that there are three things need to be done by the next researcher. The one I would like to fill by conducting my study is the third one which is looking for an observation technique with a particular checklist for examining students' attitude towards CL.

b. Mahmoud (2014) identified in his research that how the group is formed and selected can be an area worth to investigate by the next researcher. Thus, I would like to fill this gap by conducting a study around the area as it is may prove the positive impact on students' attitude towards the use of CL.

c. Al-Tamimi (2014) stated in his study that there are two things that the next researchers have to investigate as he underlined his statement that not only does CL improve speaking skill, but can strongly and indirectly enhance students' attitudes. I would like to follow his recommendations to conduct research to prove the impact

of CL on other English skills in urban or rural areas as this is in line with the current topic that I proposed.

d. Farzaneh and Nejadansari (2014) suggest on their paper that the next researchers would investigate additional reasons which may motivate the instructors to use CL. Thus, I would like to follow this suggestion by conducting the study that will prove how CL enhances students' attitude development.

I investigated how CL enhances students' attitude development in EFL classroom at SMA N 1 Purworejo. There are two attitudes precede on basic competencies grouping based on the latest curriculum used in Indonesia which are spiritual and social attitudes. I focused only on what can be seen: which is percaya diri (self-confidence) character virtue.

The reason for choosing this particular area to investigate is to promote CL as one of the most suitable techniques to enhance students learning activities and to meet the criteria of the current need in education based on the latest K-13 proposed. This is also in line with the regulation of the Ministry of Education and Culture of Indonesia, Number 69/2013; the 2013 curriculum aims to prepare Indonesian people that have the ability to live as individuals and citizens who are religious, productive, creative, innovative, and affective and able to contribute to society, nation, and world civilization. Further, all the studies presented above more or less are reviewing the students' attitude towards CL. This way, I would like to reveal the development of EFL learners' attitudes through CL.

2.2 Review of Relevant Concepts

In this part, I would like to explain the concepts of cooperative learning, students' attitudes components in K13, and self-confidence character virtue.

2.2.1 Cooperative Learning (CL)

This chapter provides a brief discussion on the theory of CL in general by some experts. CL is an outgrowth of the work of social scientists' research on group dynamics, social relationships, teaching, and learning (Antil, Jenkins, Wayne, and Vadasy, 1998). Although commonly used to describe any form of group work in a classroom, CL is actually a highly structured method defined as a 'group learning activity organized so that learning depends on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others' (Olsen and Kagan, 1992). CL is an alternative to traditional, competitive classrooms. In cooperatively structured activities groups of students work together to accomplish a well-defined, shared goal.CL groups allow students to 'discuss the material with each other, help one another understand it, and encourage each other to work hard'. (Johnson and Johnson, 1999). CL has been shown to not only improve student learning outcomes but to have positive social, affective, and cognitive benefits as well (Willis, 2007).

One of the most famous theories of CL in this era is developed by Dr. Spencer Kagan. Kagan (2010) defined cooperative learning as "a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal; students work together to learn and are responsible for the teammates' learning as well as their own" (p.85). Kagan model of cooperative learning based on the concept and use of "structures". It is an

innovative approach to classrooms instructions (Davoudi and Mahinpo, 2012). CL based on Kagan structure meets the condition of improving not only learners' achievement but also learner's non-achievement development perfectly. A Kagan structure is a content-free, repeatable sequence of steps designed to structure the interaction of students with each other and/or the curriculum in ways which align with basic principles and efficiently realize specific learning outcomes (Teacher to Teacher UK Limited: Professional Development, 2003).

This Kagan structure, as stated in T2K UK article (2003), respect the basic principles which are perfectly suitable for K13 demand. Most of Kagan structures involve cooperative interaction and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles, the PIES principles which include (1) positive interdependence, (2) individual accountability, (3) equal participation, and finally (4) simultaneous interaction.

Following this theory is Kagan's empirical research which demonstrates how CL enhance multiple intelligent including the development of character virtue. The empirical research demonstrating the effectiveness of cooperative learning and multiple intelligences instruction continues to mount and is staggering in both its extensiveness, quality, and in the range of positive outcomes documented across all grades, content areas, and student populations (Campbell & Campbell, 1999; Ellis & Fouts, 1993; Marzano, Pickering, & Pollock, 2001). Numerous publications have elaborated both the theoretical rationale for Kagan Structures as well as their empirical support. The structures are carefully crafted to produce positive outcomes

in the most important educational domains, including academic achievement, development of the range of intelligences, enhancement of thinking skills, development of character virtues, developments of social skills, improvement of race relations, developments of emotional intelligence, and liking for school, class, self, others, and learning. I specified my study on the development of character virtues which include the development of self-confidence only.

Kagan cooperative learning structures enable students to work as teams, partner, and classmate. These structures empower learners to work to together for learning the language. By participating in Kagan CL structures students are not frustrated alone, they are supported by each other. The students learn multiple ways to solve language problem and learn to tackle a language challenge as a group (Davoudi and Mahinpo, 2012).

2.2.2 Students' Attitude Components in K13

According to the regulation of the Ministry of Education and Culture of Indonesia, Number 69/2013, the 2013 curriculum aims to prepare Indonesian people that have the ability to live as individuals and citizens who are religious, productive, creative, innovative, and affective and able to contribute to society, nation, and world civilization. The 2013 curriculum consists of core competency (kompetensi inti) and basic competency (kompetensi dasar). Core competencies are designed in line with the increasing age of students in a particular class. Through its core competencies, vertical integration of various basic competencies in different classes can be maintained. The core competencies are formulated based on these notations; (1) core competency-1, for core competency of spiritual attitude, (2) core

competency-2, for core competency of social attitude, (3) core competency-3, for core competency of knowledge, and (4) core competency-4, for core competency of skill.

Based on Process Standard issued by the Ministry of Education and Culture of Indonesia as the attachment of regulation Number 22 year 2016 about Process Standard Elementary and High School Education, on the second section entitled Karakteristik Pembelajaran (Learning Characteristics) there are two attitudes precede on basic competencies grouping which is spiritual and social attitudes. The researcher will be focused only on one of the social attitudes mentioned in Chapter I: percaya diri (self-confidence).

The development of students' attitude can never be separated from character education. This is what the latest curriculum wants to achieve: a successful character education. This is also the main reason that the latest curriculum proposes gradation of attitude, knowledge, and skill. To begin with, it is always easier to teach both knowledge and skill because the two of them are explicit. As for attitude, it is not enough or stops only to directly deliver it. It is such implicit things that the teachers have to build in and set in the situation first so what they are going to teach can be internalized. Even after that, the teachers have to check this internalization by observing their students. This - one way to another - needed more attention on how the student developing their attitude. This is because the extra care and effort that we need to do in order to create a "good character." One aspect of it is the attitude. Therefore, from the learning activities, we have to develop the students' attitude.

2.2.3   Self-Confidence as a Character Virtue

The importance of understanding how confidence affects teaching and learning process is not something can be bargained. Confidence has this tied relationship with both motivation and the ability to influence, which I believe becomes very important in social life. As self-confidence is one of the character virtues stated in K13, we can see how education practitioners in Indonesia treasure self-confidence. Therefore, we will be depicted their beliefs that self-confidence has a strong link with motivation in learning and the ability to influence in society. These theories about self-confidence have been long revealed by the scientist and physiologist, making it always taken into consideration for every educational practitioner to develop any character virtues in their works. For self-confidence has been defined in a number of ways throughout the literature, these definitions generally involve belief in one's own abilities to perform (Bandura, 1977; Chemers et al., 2000; Clark et al., 2008). According to Skinner (2013) "Confidence is a quality found in many aspects of society. Therefore, confidence isn't a stranger to sport, when it can be associated with qualities like mental toughness, poise, grit, belief, courage, and heart. These qualities are descriptive verbs that are constantly used when describing someone who is successful." Recent research has shown that success has affected the level of confidence and confidence can affect the success (Covassin & Pero, 2004; Hays, Maynard, Thomas, & Bawden, 2007; Hays, Thomas, Maynard, & Bawden, 2009).

Self-confidence means a trust in self, a faith in one's ability to be able to

meet situations as they may arise (Moore, 1952). To meet situations as they may arise here reveal us then, to the new level of a framework that self-confidence helping most people to go out in society. The situations can be also referred to our CL groups as it is conducting in an EFL class. Here, we could identify later that "Confidence in one's abilities generally enhances motivation, making it a valuable asset for individuals with imperfect willpower (Bénabouand Tirole, 2002)".

Noted here also the importance of self-confidence in its effect on students' achievement. As stated by Davis (2000) that there is a well- established link generally between achievement and self-confidence in creative teaching and learning which good teachers both recognize and attempt to promote. Kimbell et al. (1991) found that confidence is an important contributor to success in design and technology. In Fryer's (1996) research, which involved 1028 teachers and lecturers, concluded:

Just about all the staff said that they thought that building children's confidence was crucial to the development of creativity. There can also be a self-fulfilling prophecy effect according to a social work lecturer: 'if you tell people they are creative, they are more likely to be creative.' (p. 82)

We can conclude from this that self-confidence character virtue is one crucial act in line with K13 demands and CL teaching strategies need as one that promotes thinking. As self-confidence not only develops one motivation and the ability to influence but also children's creativity. Thus, I choose self-confidence character virtue as my study's focus.

2.2.4 The Development of Self-Confidence as Character Virtue through CL

In this section, I would like to relate the whole concepts above as one. As it was stated in the background of the study, the main purpose of this study was to fulfill the necessity of Indonesian's curriculum goal to develop more than academic achievements aspects from the students. In order to achieve the aim, all kinds of teaching materials and technique were developed and all of them considered worthy to try. I proposed this study to depict the way CL suit as one of those best choices to meet the K13 basic need and beyond.

There were six components of character virtues presented on the attachment of regulation Number 22 year 2016 in K13. One of those included self-confidence character virtues. As for character virtues, self- confidence can be considered as one of the most crucial among them for it is the concepts of motivation and the ability to influence in a whole, which is specifically affecting the way the students learn. Moreover, it is because self-confidence easily to be seen and as stated by Davis (2000) that a well-established link generally is there between achievement and self-confidence in creative teaching and learning which good teachers both recognize and attempt to promote. Thus, I proposed this study to reveal how CL promote students' self-confidence character virtue in Indonesian EFL Classroom.

2.3 Framework of the Present Study

As I have stated in my background of the study, the latest Indonesian education curriculum demands not only Indonesian people intelligent but also their good character. CL based on Kagan structure meets this condition perfectly. This Kagan structure, as stated in T2K UK article (2003), respect the basic principles

which are perfectly suitable for K13 demand. Most Kagan structures involve cooperative interaction and are designed to efficiently produce engagement, positive social interactions, and achievement because they incorporate four basic principles, the PIES principles. As for character development, I use modified Bandura (2006) and Eysenck Personality Questionnaire (1985) theories for analyzing the development of self-confidence character virtue and as the guideline for both data collection and data analysis.

Thus, there will be a great possibility in the development of students' character virtue and social skills. Therefore, I observe an EFL classroom to collect the data using observation sheet, interview transcriptions, document analysis, and a questionnaire designed by Roger Pols (The Ford Teaching Project, Elliot, 1976). The data is used to analyze the development of students' self-confidence character virtue through CL based on Kagan structure. Consequently, this study presents the percentage of students' self-confidence development through CL. The theoretical

Figure 2.1
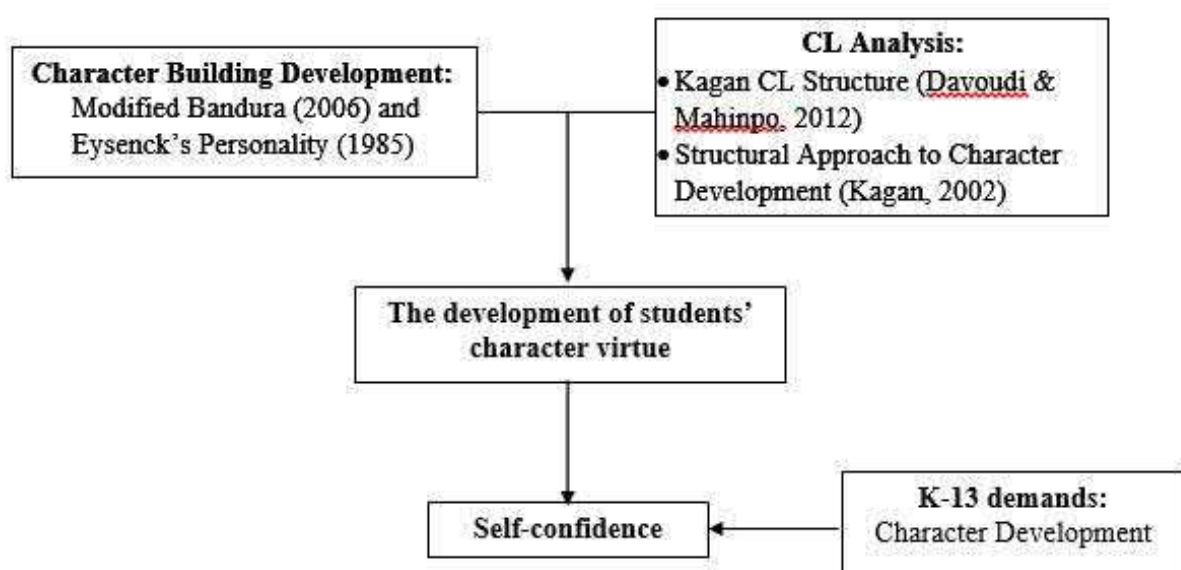
Based on the figure above, my focus of the study was mainly character building development through CL analysis. I observed an EFL classroom to collect the data using observation sheet, interview transcriptions, document analysis, and questionnaire to analyze the development of students' self-confidence character virtue specifically, following the need and instruction on K-13. To meet the criteria demands, I decided to follow modified Bandura (2006) and Eysenck's Personality (1985) for both are the closest theories to the demands. Moreover, I used CL based on Kagan Structure (Davoudi & Mahinpo, 2012) and Structural Approach to Character Development (Kagan, 2002). I used modified Bandura (2006) and Eysenck's Personality (1985) theories to make observation sheet, teachers' interview questions, and questionnaire. The questions being used in the observation sheet, teacher's interview, and questionnaire are from those theories. There are a lot of theories on CL, however, I specifically refer to CL based on Kagan Structure (Davoudi & Mahinpo, 2012) and used the Structural Approach to Character Development (Kagan, 2002) theory to analyze

CHAPTER V
CONCLUSIONS, SUGGESTIONS, AND LIMITATIONS

This chapter presents the conclusions, suggestions, and limitations of the study.

5.1 Conclusions

This present study was conducted on the purpose to find out how the development of students' self-confidence in an EFL classroom happened through CL for eleventh grader students of SMAN 1 Purworejo in the academic year 2017/2018. Based on the results and the analysis of the data, it can be concluded that CL enhances the development of students' self-confidence in an EFL classroom. The way CL implemented in Indonesian EFL Classroom is through K13, in which CL becomes one of those teaching approaches and technique that perfectly meet K13 main goal.

CL facilitates the teaching and learning process to the extent that it develops students' attitude. The way CL develops students' attitude was shown through the changing atmosphere in the classroom. The class practically becomes more lively than before. The students gain their confidence to speak up, as, for them, it is easier to say something in their small group discussion. They feel freer and find it relaxing to talk during the group discussion as everyone also shares their opinion. Furthermore, the students also develop other social skills through CL. As they discuss and share their thought, they learn to respect and listen to others opinion during the process. Thus, it is clear that CL develops students' attitude.

CL does not only enhance the development of students' self-confidence but also promote the virtue itself. As the students keep exchanging their

opinion and give feedback to each other through CL, their high order thinking skill develops together with their inner motivation to speak up. This inner motivation is indeed the trigger to develop self-confidence directly. Thus, the formation of group discussion in CL is the most powerful components of CL that develop students' self-confidence.

5.2   Suggestions

Several suggestions are given based on the findings of this present study. The suggestions are categorized into three aspects such as theoretical, practical, and pedagogical. Theoretically, the results of this study are to be able to be used as a reference for further research in the future related to the development of students' character virtues in general, teaching and learning process in Indonesian EFL classroom, and Cooperative Learning. Therefore, I suggest this study as a reference for them who wants to study further on CL as an advance teaching approach to develop characters in K13 curriculum.

Practically, the results of this study are expected to be able to help students in building their self-confidence during the learning process as well as motivating them to develop their interests in learning English through group discussion (mainly to boost their spirit and motivation to speak up more in the group discussion). Consequently, I recommend any teachers and students who are willing to do so to read and carefully observe this study. Pedagogically, the result of this study hopefully will enrich the way CL introduced to and being used by English teachers to develop their students' character virtues or another non-

academic achievement skills since the results of this present study verified that CL develops students' self-confidence.

For the students, the results of this study are expected to encourage them in learning how to speak up more during English class. I suggest them to carefully read and evaluate this study as well as open their mind to follow English learning activities without fear of making error and mistakes in front of others. I encourage them to open their mind to the possibility of getting much more knowledge through group discussion through this study. Last but not least, for the next researchers, I suggest them to specify CL technique being observed and choose one formation of discussion group only. I recommend the next researchers to explore more possibilities to complete the current findings of this kind of study in the future. Moreover, I suggest the next researchers use a more psychological-oriented questionnaire for the character virtues being observed since in some certain cases there are too many interventions that may affect the students' behavior.

5.1 Limitations

This present study is far from perfect. Some limitations or weaknesses of the study are obvious in this present study. Since this present study only focused on the development of students' self-confidence character virtue through CL in an EFL Classroom, consequently, a number of potential weak points in the scope of the study need to be considered. First, the CL technique being observed are too wide-range in terms of variations being used by the teachers (according to table 2 p.44-46). To specify it and choose one formation

of discussion group only will make it easier for the next researcher to know and find out some more area possibly unseen and missed by the current researcher in terms of values and the way CL enhance and promote character virtues.

Second, the character virtues being observed are easily to indicate and spot right away, however it is in need to be reviewed and studied more using more specific and psychological-oriented questionnaire since in some cases there were too many interventions may affect the students' behavior. Moreover, the election on character virtues topic itself may cause another limitations and can be considered as a risky choice judging from the amount of unqualified and invalid data gathered that could not be analyzed point of view. Since there is a possibility of interventions in students' behavior ever since, a long-term research is highly recommended and as it is show in section 4.1, 4.2, and 4.3 table, a more detailed instruments presented in the future may change the results of this present study. Thus, various limitations or weaknesses of this present study exist.

BIBLIOGRAPHY

Al-Tamimi, Nasser Omer M., and Atamimi, Rais Ahmed. 2014. Effectiveness of Cooperative Learning in Enhancing Speaking Skills and Attitudes towards Learning English. Macrothink Institute.

Ali, Wondwosen Tesfamichael. 2017. Students' Attitudes towards Cooperative Learning (CL) in EFL Writing Class. Science Publishing Group.

Farzaneh, Nima, and Nejadansari, Dariush. 2014. Students' Attitude towards Using Cooperative Learning for Teaching Reading Comprehension. Finland: Academy Publisher.

Davoudi, Amir Hoseyn Mohammad, and Mahinpo, Babak. 2012. Kagan Cooperative Learning Model: The Bridge to Foreign Language Learning in the Third Millenium. Finland: Academy Publisher.

Mahmoud, Montasser Mohamed Abdel Wahab. 2014. The Effectiveness of Using the Cooperative Language Learning Approach to Enhance EFL Writing Skills among Saudi University Students. Finland: Academy Publisher.

Jacobs, G.M. and C.C.M. Goh. 2007. Cooperative Learning in the Language Classroom. Singapore: SEAMEO Regional Language Centre.

Gokhale, A.A. 1995. Cooperative Learning Enhances Critical Thinking. Journal of Technology Education.

Johnsen, Scott and NE, Curtis. 2009. Improving Achievement and Attitude through Cooperative Learning in Math Class. University of Nebraska.

Akthar, Kiran et al. 2012. A Study of Student's Attitudes toward Cooperative Learning. International Journal of Humanities and Social Science. Vol 2 No. 11; June 2012.

McLeish, Keritha. 2009. Attitude of Students toward Cooperative Learning Methods at Knox Community College: A Descriptive Study. Jamaica: University of Technology.

Wichadee, S. The Effects of Cooperative Learning on English Reading Skills and Attitudes of theFirst-Year Students at Bangkok University.Bangkok: BU.

Isaac and Michael. 1981. Handbook in Research and Evaluation. California: EdITS.

Sandelowski, Margarete. 2000. Whatever Happened to Qualitative Description New Jersey: John Wiley and Sons Inc.

Sullivan-Bolyai, Bova & Harper.2005. A Guide to Design and Implementation Qualitative Research. UK: Jessey – Bass

Tuckman, Bruce W. 1978. Conducting Educational Research Second Edition. Harcourt Brace Jovanovich, Inc.

Baxter, Pamela and Jack, Susan. 2008. Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. Canada: The Qualitative Report.

Brown, James Dean. 2005. Understanding Research in Second Language Learning: A Teacher's Guide to Statistics and Research Design. New York: Cambridge University Press

Hornby, A. S.2000.The Advanced Learner's Dictionary. Oxford: Oxfrod University Press.

Al- Yaseen, Wafaa Salem. 2014. Cooperative Learning in the EFL Classroom. Austria: The 2014 WEI international Academic Conference Proceedings.

Kagan, Spencer. 2003. Kagan Structures: Research and rationale in a Nutshell. Kagan Online Magazine.

Metcalfe, D. 1997. A Behavioural Checklist for The Measurement of Self-esteem in The Classroom. Retrieved from http://ro.ecu.edu.au/theses/922

Asfaw, Abebe. 2002. Analysis of Lesson Plans: The Case of English Teaching Kafa Zone. Addis Ababa University.

Eisenhauer, Gary. 2007. Cooperative Learning as an Effective Way to Interact. Action Research Projects. 78. http://digitalcommons.unl.edu

Ong, Ai-Choo and Borich, Gary D. 2006. Teaching Strategies that Promote Thinking: Models and Curriculum Approaches. Singapore: McGraw- Hill Education.

Er, S. & Aksu Ataç B. 2014. Cooperative learning in ELT classes: The Attitudes of Students towards Cooperative Learning in ELT classes. International Online Journal of Education and Teaching (IOJET), 2(1). 109-122.

Martinez, E. A., and Villa, O. E.S. 2017. A quantitative study of self confidence in Learning English as A Foreign Language. Acad. J. Educ. Res. 5(2): 024-028. Academia Publishing.

Heydari H. Zarei E. and Zainalipour H. 2013. Survey the Effect of Cooperative Learning on Confidence. J. Educ. Manage. Stud., 3(4):360-363.\

Muhamad, B., & Saparahayuningsih, S. 2016. An Attitude and Character Instructional Development Based on Curriculum 2013 in Elementary School. http://dx.doi.org/10.4236/ce.2016.72025

Tuan, Luu Trong. 2010. Infusing Cooperative Learning into An EFL Classroom.National University of Ho Chi Minh City.

Mafakheri, Shiva et al. 2013. The Study of Effect of the Main Factors on

Problem- Solving Self-Confidence Using Cooperative Learning. Iran: Islamic Azad University.

Darsih, Endang. 2014. Indonesian EFL Teachers' Perception on the Implementation of 2013 English Curriculum. English Review: Journal of English Education, 2(2). 192-199.

Kaimuddin. 2014. Implementasi Pendidikan Karakter dalam Kurikulum 2013. Makassar: UIN Alauddin Makassar.

Fehling, Sylvia. Cooperative Learning in the EFL Classroom. Dutch : Universität Kassel, Bundesrepublik Deutschland.

Putra, Angga Pratama Armadi Putra. 2014. Emily's Ideological Stance in "I Felt Funeral in My Brain. Final Project. English Department. Faculty of Languages and Arts. Semarang State University.

Pradikawati, Dyah Arista. 2015. The Effectiveness of Tea Party Technique to Teach Conditional Sentences. Final Project. English Department. Faculty of Languages and Arts. Semarang State University.

Wati, Yulia Anugrah. 2014. The Integration of Second Core Competence (KI 2) of Curriculum 2013 in English Classes. Final Project. English Department. Faculty of Languages and Arts. Semarang State University.

Gay, et al. 2011. Educational Research: Competencies for Analysis and Applications. USA: Pearson Education, Inc.

Colorado, C. 2007. Cooperative Learning Strategies. Online at http://www.colorincolorado.org/educators/content/cooperative/

Marsudiono. 2013. RPP Kurikulum 2013. Available at: http://marsudiono-marsudiono.blogspot.com/2013/12/rpp-kurikulum-2013_4.html

Burton, L.D.Cooperative Learning, 2004. http:// www.andrews.edu/