CHAPTER II
REVIEW OF THE RELATED LITERATURE

A. Previous Research

The researcher has some relevant previous researches that support his research. The first is a thesis entitled "*The Effectiveness Of Cooperative Learning Techniques For Teaching Imperative Sentence*." (True Experimental Research at Year 7th Students of SMP N 5 Batang in the Academic Year 2012-2013) by Khaula Amalia (2201409053), Faculty of Languages and Art, Semarang State University, 2013. The background of study is the 7th grade students' understanding of imperative sentence was still low, though it had been taught in the first semester. The objectives of this study are (1) to find out whether the cooperative learning techniques are effective to teach imperative sentences, and (2) discover whether there is a difference of students' English mastery between students taught using cooperative learning and those who are taught using conventional technique. The type of the research was quantitative experiment using experimental and control group with pre-test and post-test design. The subjects of this study were the students of 7A and 7D SMP N 5 Batang. The result showed that the method could improve students grammar comprehension on imperative sentence. The average score of the students taught by using cooperative learning technique rose 24.61%, from 70.46 to 87.81, while the average score of those taught by using conventional teaching strategy only rose 18.16%, from 69.24 to

81.81.[10]

The similarities with this thesis is both focused on the use of cooperative learning techniques. The object of research was also the same which are 7th graders. While the differences can be explained as thesis conducted in SMP N 5 Batang and used experimental quantitative research, whereas the researcher will conduct in MTs Negeri Model Babakan Tegal and use classroom action research.

The second research is from Indah Rahmawati (063411075), Tarbiyah Faculty of IAIN Walisongo Semarang, 2010, conducted the research entitled "*The Use of English Children Songs as Media to Improve Students' English Vocabulary Power in Noun*." (A Classroom Action Research with the Student's of 5 at MI Miftahul Ulum Sekuro Jepara in the Academic Year of 2010/2011). The background of study is the students still have difficulties in remembering new vocabulary and confused to understand the vocabulary. The objectives of the study are (1) to describe the implementation of using children English songs to improve students' English vocabulary power in noun, and (2) to identify the improvement of students' understanding on vocabulary using English children songs as media. The study was conducted at MI Miftahul Ulum Sekuro Jepara in the academic year 2010/2011. The subject of this study was the students of fifth graders. The number of the subject was 38. The design research that used was classroom

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[10]Khaula Amalia, *"The Effectiveness Of Cooperative Learning Techniques For Teaching Imperative Sentence."* (True Experimental Research at Year 7th Students of SMP N 5 Batang in the Academic Year 2012-2013), (Unpublished Thesis, Semarang: Faculty of Languages and Art Semarang State University, 2013)

action research. The result of analysis data showed that there was a significant difference of the students' achievement in every cycle. Using children English songs to improve students' mastery of English noun with the fifth grade of MI Miftahul Ulum Sekuro Jepara is effective. The average of tests score increased from 57.35 in pre cycle to 66.38 in the first cycle, and 80.27 in the second cycle.[11]

The similarities with this thesis is focused on noun vocabulary. The research design used was also the same which was classroom action research. However, the researcher applied a different media to facilitate the learning. Text Twist game as a word game is hoped to help students understand noun vocabulary more effectively.

The third research is from Sholihin (200832288), Faculty of Teacher Training and Education, University of Muria Kudus, 2012, conducted the research entitled "*Improving Students Vocabulary Mastery By Using Text Twist Game as a Media.*" (A Classroom Action Research of the Seventh Grade Students of SMP Islam Al Madina Kaliombo Pecangaan Jepara in the Academic Year 2012/2013). The background of research is the students got difficulties to understand the meaning of word. The objectives of this study is to improve students vocabulary mastery by using Text Twist Game. This research applied a classroom action research. The research was conducted in the seventh grade students of SMP Islam Al Madina Kaliombo

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[11]Indah Rahmawati (063411075), "*The Use of English Children Song as Media to Improve Students' English Vocabulary Power in Noun* (A Classroom Action Research at MAN Bawu Jepara Grade X in the Academic Year of 2008/ 2009)" , (Unpublished Thesis, Semarang: Tarbiyah Faculty of IAIN Walisongo, 2009)

Pecangaan Jepara in the first semester of academic year 2012/2013. The number of the students in the classroom was 28 students; 15 male and 13 female. The result of analysis data showed that there was a significant difference of the students' achievement in every cycle. Using Text Twist Game to improve students vocabulary mastery with the seventh grade of SMP Islam Al Madina Kaliombo Pecangaan Jepara is effective. The average of tests score increased from 66.79 in first cycle to 86.43 in the second cycle, and 90.71 in the third cycle.[12]

The similarities with this thesis is both focused on the use of Text Twist game to improve students' understanding on vocabulary. The research design used was also the same which was classroom action research. On the other hand, the setting of the study was different. Also, the researcher implemented cooperative learning in Text Twist game.

B. Theoritical Framework
1. Noun Vocabulary Power
a. Definition and Types of Noun

Noun is a word that refers to a person, a place or a thing, a quality or a concepts. Linguistically, a noun is a member of a large, open part of speech whose members can

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[12]Sholihin, "*Improving Students Vocabulary Mastery By Using Text Twist Game as a Media* (A Classroom Action Research of the Seventh Grade Students of SMP Islam Al Madina Kaliombo Pecangaan Jepara in the Academic Year 2012/2013)", Unpublished Thesis, Kudus: Teacher Training and Education Faculty of Muria University, 2012)

occur as the main word in the subject of a clause, the object of a verb, or the object of a preposition.[13]

There are nine types of noun. First type is common nouns. It's a noun which is not the name of a particular person, place, or thing. Common nouns in English are spelt with a lower-case (small) letter. The examples is *girl, tiger, table, mustard, pessimism*.[14]

Second type is proper nouns. It's a noun which is the name of a particular person, place, or thing. Proper nouns in English are spelt with an initial capital letter such as *Oxford, Eliza, Thomas, Jupiter* etc.[15]

Third type is collective nouns. It refers to a group of of people, animals, or things. The examples are *company*, *family*, and *committee.*[16]

Individual things such as *keys, books* and *letters*, which has both singular and plural forms are called countable nouns. While uncountable nouns is noun form that do not

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[13]Eugene E. Loos, *et.al., Glossary of Linguistic Terms: What Is a Noun?*, http://www.sil.org/linguistics/GlossaryOfLinguisticTerms/WhatIsANoun.htm, 2003, retrieved on September 25th 2015 at 9:25 a.m.

[14]Geoffrey Leech, *A Glossary of English Grammar*, (Edinburgh: Edinburgh University Press, 2006), p. 20

[15]Geoffrey Leech, *A Glossary of English Grammar* ... p. 96

[16]Howard Sargeant, *Basic English Grammar for English Language Learners*, (United States: Saddleback Educational Publishing, 2007), p. 17

naturally divide into separate units, such as *rice, water* and *sugar*.[17]

Some nouns that can be perceived by our senses such as *book, house,* and *machine* are concrete nouns. While abstract nouns is refer to things that cannot be perceive with our senses. Nouns like *happiness, idea,* and *punishment* are all examples of abstract nouns. [18]

Some nouns that it refers to only one thing is called singular nouns. Nouns like *box, bed, kite, day, country, man,* and *child* are all examples of singular nouns. While nouns that is represents more than one thing is plural nouns. Nouns like *boxes, beds, kites, days, countries, men,* and *children* are all examples of plural nouns.[19]

From the explanation above, the researcher concludes that noun is a word which is used to name or identify a person, place, thing, idea and condition. There are nine types of noun. The nine types are proper nouns, common nouns, collective nouns, countable nouns, uncountable nouns, concrete noun, abstract noun, singular noun, and plural noun.

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[17]Akhmad Kardimin, *English Grammar: Tata Bahasa Bahasa Inggris*, (Yogyakarta: Pustaka Pelajar, 2006), p. 124-129.

[18]Evelyn P. Altenberg and Robert M. Vago, *English Grammar: Understanding The Basics*, (New York: Cambridge University Press, 2010), p. 5

[19]Evelyn P. Altenberg and Robert M. Vago, *English Grammar: Understanding The Basics*, ... p. 9

b. Definition of Vocabulary

According to Caroline T. Linse, "Vocabulary is the collection of words consist of nouns, verbs, adjectives, adverbs, and prepositions that an individual knows." [20]

Elfrieda H. Hiebert and Michael L. Kamil stated that "Vocabulary is set of words for which an individual can assign meanings when listening or reading."[21]

From the explanation above, the researcher concludes that vocabulary means the total number of words including nouns, verbs, adjectives, adverbs, and prepositions for which an individual can assign meanings.

c. Kind of Vocabulary

Ruth Gairns and Stuart Redman explained that vocabulary is divided into two types. The first is repecitive vocabulary, it is used to imply language items which can only be aware of and comprehended in the context of reading and listening materials. And the second is productive vocabulary. It is used to refer to language items which the learner can recollect and apply accurately in speech and writing.[22]

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[20]Caroline T. Linse and David Nunan, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p. 123-127

[21]Elfrieda H. Hiebert and Michael L. Kamil, *Teaching and Learning Vocabulary: Bringing Research to Practice*, (New Jersey: Lawrence Erlbaum Associates, Inc., 2005), p. 3.

[22]Ruth Gairns and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary,* (Cambridge: Cambridge University Press, 1986), p. 64-65.

For instance, there will be vocabulary that a learner is capable of recognizing and understanding but finds it difficult to appropriately use the vocabulary in speaking and writing context. Therefore, it is called receptive vocabulary. In another case, there will also be vocabulary which a learner can recall and use correctly in the context of speaking and writing; it is what Ruth Gairns and Stuart Redman mean as productive vocabulary.

d. Techniques to Teach Vocabulary

According to Ruth Gairns and Stuart Redman, there are many techniques of vocabulary teaching. The first is visual techniques. In this technique, the teacher can use flashcard, photographs, blackboard drawings, wallcharts and realia (i.e. object themselves). Mime and gestures are also used to supplement other ways of conveying meaning. In real object, the teacher can use something available in the classroom such as door, blackboard, chalk, clock and so on. In using command, the teacher can give command such as open the window, open your book, etc. Another example is teaching part of body, the teacher can give command such as raise your hand, put your left hand on your head, etc.[23]

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[23]Ruth Gairns and Stuart Redman, *Working with Words ...* , p. 73

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The second is verbal techniques. Teacher can use of illustrative situations (oral or written). This is most helpful when items become more abstract. Teachers often use synonymy with low level students, where inevitably the have to compromise and restrict the length and complexity of their explanations. [24]

The third is translation. This technique can be a very effective way of conveying meaning. It can save valuable time that might otherwise be spent on a tortuous and largely unsuccessful explanation in English.[25]

From the explanation above, the researcher concludes that teaching vocabulary is based on these three techniques. The first is using visual aids such as flashcard, photographs, blackboard drawings, wallcharts, etc. The second is using verbal explanation to illustrate abstract items. And the last is translate vocabulary to mother language.

e. **Principles for Teaching and Learning Vocabulary**

According to Caroline T. Linse, there are seven principles in teaching and learning vocabulary. Firstly is emphasize direct and indirect teaching. The second is teach vocabulary words before a new activity. Third is teach how to use context clues appropriately. Fourth is present multiple

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[24]Ruth Gairns and Stuart Redman, *Working with Words ...* , p. 74

[25]Ruth Gairns and Stuart Redman, *Working with Words ...* , p. 75

exposures to new vocabulary items. Fifth is working with information at a high cognitive and/or personal level refers to deep processing. Sixth is teach students to use dictionaries. The last is use vocabulary notebooks. It's offer students with the chances to improve a kind of vocabulary acquisition strategies and also help students have more control over their leaning.[26]

From the statements above, it can be summarized that in teaching vocabulary, there are seven principles which English language teachers should be considered. By upholding those principles, it will give an enermous contribution in teaching learning process, especially teaching vocabulary. The teacher can teach students maximally and students get rich learning experience.

f. Vocabulary Power

Vocabulary is one of the language components which have to be mastered by students in learning new language. Norbert Schmitt expected that student have to mastery around 4.000 to 5.000 word families in the first five-years of beginning school.[27]

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[26]Caroline T. Linse and David Nunan, *Practical Language Teaching: Young Learners* (New York: McGraw-Hill, 2006), p. 123-127

[27]Norbert Schmitt, *Vocabulary in Language Teaching*, (Cambridge: Cambridge University Press, 2000), p. 3.

For students that learn English as foreign language, mastery around 4.000 to 5.000 word families are make them difficult to learn. According to students' point of view, such words do not seem really needed outside the classroom because words in the mother tongue serve all practical purposes. In fact, there is more practical vocabulary among those who have needed English words for their own purposes.[28]

It's important to master vocabulary, but it needs to be available for fluent use. It must be involves into learning process to make the best use of what is already known. In this case, fluency development activities should not involve unknown vocabulary. The conditions needed for fluency development involve a large quantity of familiar material, focus on the message and some pressure to perform at a higher than normal level. Because of these conditions, fluency development activities do not usually focus specifically on vocabulary or grammar, but aim at fluency in listening, speaking, reading or writing. [29]

From the definition above, the researcher concludes that vocabulary power is the ability of students to understand the English vocabulary entirely owned.

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[28]Virginia French Allen, *Techniques in teaching Vocabulary*, (New York: Oxford University Press, 1983), p. 10

[29]Norbert Schmitt (ed.), *An Introduction to Applied Linguistics*, (Oxon: Hodder & Stoughton Ltd, 2010), p. 41-42

2. Text Twist Game

Based on Andrew Wright, game is an activity which is entertaining and engaging, often challenging, and activity in which learners play and usually interact with others. Game is form of play or sport with rules; children's activity when they play with toys, pretend to be somebody else, etc.[30]

The writers of experienced textbook and methodology manuals argued that games are not just time-filling activities but have a great educational value. Geoffrey Broughton, et. al. stated that young children enjoy repetition. Using pattern activities like games, songs and short dialogues will lend themselves to repetition. It's needed for improving students' language skill, because repetition is a feature of young childrens' natural behavior which is usefully applied to language learning, especially in English.[31]

Text Twist game is basically a computerized version of word game. The rules of Text Twist are combining the six letters on the screen to make as many words as possible before time runs out. If the player gets the word from all letters, he/she can move on to the next round. There is a "Twist" button, which shuffles around the letters to make it easier to spot combinations.[32]

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[30]Andrew Wright et.al, *Games for Language Learning New Edition*, (Cambridge: Cambridge University Press), p. 1.

[31]Geoffrey Broughton et. al., *Teaching English As A Foreign Language*, (London: Routledge & Kegan Paul, 1978), p. 169-170.

[32]Jay, *Text Twist*, http://jayisgames.com/review/text-twist.php, 2006, retrieved on December 7th 2015 at 10:01 a.m.

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Figure 2.1
Example of Text Twist Game[33]
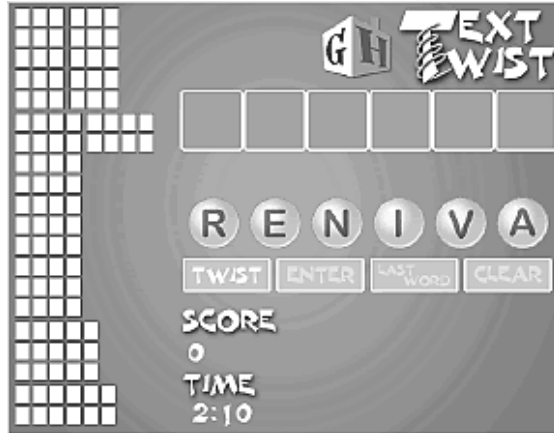
According to Koprowski, this game is similar to "Scrambled Letters". The procedure is teacher write up the words with their letters shuffled (e.g. EICSCEN for SCIENCE) on the board. When the teacher says 'go', the students, individually or in pairs, endeavor to untangle the words as quickly as they can. He said that phrases, expressions, and idioms larger than 2 words can also be used in order to make some variations.[34]

Penny Ur and Andrew Wright also have a word game that have similar rules with Text Twist. This game is called "Words out of...". The procedures is write up a selection of about ten random

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[33]Jay, *Text Twist*, …, retrieved on December 7th 2015 at 10:01 a.m.

[34]Mark Koprowski, "*Ten Good Games for Recycling Vocabulary*" *The Internet TESL Journal*, (Vol. XII, No. 7, July/2006), http://iteslj.org/Techniques/Koprowski-RecylingVocabulary.html, retrieved on September 27th 2015 at 11:11 p.m.

letters scattered on the board, and ask students to use them to make words. The longer the word, the more letters the students can come up with. For the variation, invite students at the beginning of game to suggest the letters. Another variation is give only six or seven letters, but allow students to use letters more than once in a single word.[35]

Next version is "Antigram". The challenge in antigram is to rearrange the letters of a word which mean the opposite of the anagrammed word. For example, *violence* can be turned into *nice love*, *funeral* into *real fun*, *silent* into *listen*, *united* into *untied*, and so on.[36]

"Guess The Three Words" is also another version of text twist. The game is played by three groups, each group consist of five players. The teacher gives flashcards consist of three jumbled letters such as RYS OUS MITE, SEER HOP MAT, DAR CIO NITY, etc. Next, make them become three for each card, so all groups get the same amount of flashcards. Then, ask all groups to guess the word from three jumbled letters. For example, SEER HOP MAT become ATMOSPHERE, RYS OUS MITE become MYSTERIOUS, DAR CIO NITY become DICTIONARY, etc.[37]

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[35]Penny Ur and Andrew Wright, *Five-Minute Activities: A Resource Book of Short Activities*, (Cambridge: Cambridge University Press, 1996), p. 98

[36]Tony Augarde, *The Oxford A to Z of Word Games,* (Oxford: Oxford University Press, 1994), p. 18

[37]Ayu Rini, *Excellent English Games*, (Bekasi: Kesaint Blanc, 2006), p. 31

The advantages of this game are students will be motivated to look words up in dictionary. Also, Text Twist game make Students become more creative to find out the vocabulary. As the impact, students got improvement in vocabulary memorizing skill. The disadvantages of this game are no clues to solve the answer, so students will be busy to find out the answer. The game may be time-consuming activity if the teacher cannot control the class very well. Another disadvantages is class can be uncontrolled because of the noise that is made by the students.[38]

Although there are many version of text twist, the point of game is almost same – to connect the letter to make words as many as possible. In this study, the researcher is going to use text twist game implemented with cooperative learning as a media of his teaching and learning process.

3. **Cooperative Learning**
   a. **Definition of Cooperative Learning**

   Roger et.al. (1992) stated that cooperative learning is group learning activity organized in such a way that learning is based on the society structured change of information between learners in group in which each learner is held

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[38]Nurul Saofa Aulia, "*The Use Of Manual Super Text Twist Game To Improve Students' English Vocabulary Mastery*" *Journal of English Language Teaching,* (Vol. II, No. 2, November/2013), p. 3.

accountable for his or her own learning and and is motivated to increase the learning of others.[39]

Based on the definitions above, cooperative learning is an approach to teaching and learning in which classrooms are organized so that students work together to maximize their own and each other's learning.

b. Types of Cooperative Learning

Robyn M. Gillies explained that there are four types of cooperative learning. The first is formal cooperative learning. It is consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments. Second type is informal cooperative learning. This type consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class. Third is cooperative base groups. They are long-term, heterogeneous cooperative learning groups with stable. The last is integrated use of all three types of cooperative learning.[40]

From the definition above, There are four types of co-operative learning: formal co-operative learning, informal co-

[39]Miftahul Huda, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2012), p. 29

[40]Robyn M. Gillies *et.al., The Teacher's Role in Implementing Cooperative Learning in the Classroom,* (New York: Springer, 2008), p. 26-32

operative learning, cooperative base groups, and integrated use of all three types. Together they provide a system for instructional organization and design and classroom management that ensures a high level of positive motivation by most students most of the time.

c. **Elements of Cooperative Learning**

Wendy stated that cooperative learning requires students to work together in small groups to support each other to improve their own learning and those of thers. In order to make cooperative learning successful, it should consist of five key elements. The first element is positive interdependence. Students must feel that they need each other and, in order to complete the group's task, that they 'sink or swim' together. The second element is individual accountability. It means that each member of the group is accountable for completing his or her part of the work. The third element is group processing. Processing means giving pupils time and procedures to analyse how well their groups are functioning and using the necessary skills. The fourth element is small-group and interpersonal skill. Teachers need to teach the appropriate communication, leadership, trust-building, decision-making and conflict-management skills to students and provide the motivation to use these skills in order for groups to function effectively. The fifth and the last is

face-to-face interaction. There are two aspects to this. The first is the physical proximity needed for effective communication, or 'eye-to-eye and knee-to-knee'. The second is that it supports thinking skills by more active involvement with the task and greater discussion.[41]

Based on the definitions above, cooperative learning must have all of five elements in order to make it successful. Without the above five key elements of cooperative learning, it will not take place effectively.

d. Cooperative Learning Strategies

There are a great number of cooperative learning strategies available. Three of them are well known strategies. There are Jigsaw, Numbered Head Together, and Round Robin. The first is Jigsaw. In this strategy, each team becomes an expert on a topic, and then individuals from that team each teach another team.[42]

The second is Numbered Head Together. Ask students to number off in their teams from one to four. Announce a question and a time limit. Students put their heads together to come up with an answer. Call a number and ask all students

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[41]Wendy Jolliffe, *Cooperative Learning in the Classroom*, (London, Paul Chapman Publishing, 2007), p. 40.

[42]Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (California: Kagan Publishing, 2009), p. 17.3

with that number to stand and answer the question. Recognize correct responses and elaborate through rich discussions.[43]

The third is Round Robin. In this technique, students have to take turns going around the group and answer the question.[44]

From the definition above, there are a lot of cooperative learning strategies available that can be used to teach English. Every strategy has its own uniqueness.

e. **Advantages and Disadvantages**

The advantages of using cooperative learning is improvement in interpersonal and collaboration skills. Cooperative learning also has the potential to greater transfer of learning from one situation to another. Moreover, students will gain higher self-confidence. Students learn how to teach one another and explain material in their own words.[45]

Although cooperative leaning have many advantages, they still have some limitations or disadvantages such as low-achieving students become passive and do not focus on the task. Besides, higher ability students may not experience the stimulation or challenge that they would with other higher

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[43]Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, (California: Kagan Publishing, 2009), p. 6.30.

[44]Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning* … p. 6.33

[45]Wendy Jolliffe, *Cooperative Learning in the Classroom* … p. 7

ability students. Another disadvantages is when applied cooperative learning in the classroom, it is difficult for the teacher to be sure that the groups are discussing the academic content rather than something else.[46]

Based on the definitions above, the researcher considered that there are advantages and disadvantages of cooperative learning. It should be the researchers' duty to explore more benefits and cover the limitations of cooperative learning.

C. Hypotheses

Hypothesis can be defined as a temporary answer to the problems of the research before it is finally confirmed through the collected data.[47] In this research, the researcher proposes the hypotheses that the students' mastery of English noun of the 7th grade students of MTs N Model Babakan in the Academic Year of 2015/2016 can be improved by text twist game through cooperative learning.

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[46]John Shindler, *Effectively Managing the Cooperative Classroom*, http://www.calstatela.edu/faculty/jshindl/cm/Chapter12CooperativeLearning-final.htm, 2009, retrieved on September 27th at 19:00 p.m.

[47]Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik,* (Jakarta: PT. Rineka Cipta, 2010), p. 110