A COLLABORATIVE SOCIAL REASONING (CSR) APPROACH TO IMPROVING EIGHTH USE OF SOCIAL-EMOTIONAL VOCABULARIES

THESIS

Submitted in Partial Fulfillment of the Requirements
for Bachelor Degree in English Language Education

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Assalamu'alaikum, wr. wb.

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Wassalamu'alaikum, wr. wb.

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iv

ABSTRACT

Title	: A Collaborative Social Reasoning (CSR) Approach to Improving Eighth Use of Social-Emotional Vocabularies
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This study discusses students' social-emotional learning by combining the small group method to make it easier for students to produce a problem and increase their confidence when expressing their opinions. In this method, students must be active in discussions to produce maximum problem-solving. To obtain and collect data intensively, researchers conducted research using qualitative studies. Based on the data obtained, the Collaborative Social Reasoning approach was successfully applied in class VIII D SMP N 2 Temon. The researcher concluded that using CSR strategies makes students better understand the material, more confident, and more active in participating in learning. They can exchange ideas freely with groups and learn more foreign vocabulary beforehand. In the strategy, the teacher's role is only to be a good student facilitator. The teacher does not fully interfere with students in discussions. Students can also apply their social-emotional vocabulary well. This strategy also creates more positive interactions between students and teachers. Overall, this strategy is suitable for English learning at the secondary school level, especially at SMP N 2 Temon.

Keywords: Collaborative Social Reasoning, Social-Emotional Vocabularies, Small Group Discussion

DEDICATION

I dedicate this thesis to my beloved parents, Mr. Sulaiman and Mrs. Siti Sumini. It took a lot of work for me to complete this thesis. But it would not have happened without the encouragement and prayers of my parents. I want to express my gratitude for the hard work, effort, prayers, and enthusiasm that you have given me so that I can be at this point. May Allah SWT always protect and give the best to the two people I love. Dad, and Mom thank you for being the perfect parents for me.

MOTTO

فمن وثق بالثواب من الله لم يجد مس الأذي

Whoever believes in the reward of Allah, will not feel the pain of
struggle.

-Mukåsyafah Al-Qulůb by Imam Ghazali-

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This research entitled **"A Collaborative Social Reasoning (CSR) Approach to Improving Eighth Use of Social-Emotional Vocabularies"** is the result of scientific work as a requirement to obtain a Bachelor of Education (S1) degree in the English Language Education Department, Teacher and Training Faculty, UIN Walisongo Semarang.

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The author realizes that there are still many shortcomings and limited abilities in preparing this thesis, therefore constructive criticism and suggestions are needed from all parties for the improvement of this thesis. Finally, the author hopes this thesis can be useful for all who read.

Semarang, 31 August 2023
The Writer,

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CHAPTER I
INTRODUCTION

A. Background of Study

English is an international language that is used as a means of communication between various countries. In this modern era, English is needed in all fields. English learning in Indonesia has been taught from elementary school to university. English learning has four language skills, listening, reading, writing, and speaking. These four skills are accompanied by three additional components: vocabulary, pronunciation, and grammar. Among these three supporting components, vocabulary is the most important in language learning. Increasing their vocabulary makes it easier for students to communicate and understand English learning in class. However, there are many obstacles for students to master vocabulary. One obstacle often encountered in the classroom is students' lack of confidence in recognizing how much vocabulary they have mastered.

By using group discussions, students can be helped to develop understanding and increase confidence when tackling vocabulary learning. A collaborative group is a group of people who work together and express disagreements to reach an agreement (Hsieh et al., 2021). Group discussion also refers to a process in which two or more people interact on a global scale with each other about a specific goal by exchanging information,

defending opinions, or solving problems. At the same time, collaborative learning can provide opportunities for successful practice. Group discussion a social constructivist approach, dialectically integrates social-emotional relationships among students with their cognitive development (Lin et al., 2022). In small group discussions, learners are asked ambiguous, open-ended questions and encouraged to discuss plausible solutions and develop a shared understanding (Mercer, 1995).

Collaborative learning is a dynamic process that involves the interaction between the individual student's drive to learn and social activity in a particular context. Students with collaborative learning method depend on each other, to discuss, reflect and thus achieve a deeper understanding of the subject matter. They learn from each other through reflection in every situation.

School is a social environment where students practice social-emotional learning. They use social (e.g., friendship, racism) and emotional (e.g., angry, happy) vocabulary to make friends, solve interpersonal problems, and communicate feelings and needs with others. The ability to learn in groups and work in teams in an important competency in educational settings and such student activities are recognized as an important part of the pedagogical approach to education and teaching (Haugland et al., 2022).

English learning with a group strategy is also applied in SMP Negeri 2 Temon. Teachers use this strategy because they believe students will be more active and independent in the learning

process by working in groups. In addition, teachers also train students' skills in socializing with friends and teachers and controlling their emotions. With this, students are to become highly social and broad-minded individuals.

Language skills support necessary social-emotional adjustment by promoting understanding and complying with behavioral demands, actively addressing learning challenges, and positively relating to teachers and peers (McClelland et al., 2006). Developing language and social-emotional skills provides important foundational support for effective school engagement (Daunic, 2015). Children with the vocabulary to accurately convey their feelings can develop emotional literacy, a key component of social competence.

Emotion vocabulary is emphasized in the social-emotional curriculum because accurate identification and labelling of complex constructs such as "anger", "frustration", "jealousy", and "shame" better enable children to understand and successfully manage situations in which such feelings arise in self and others (B. M. J. Elias, 2014). To develop a strong understanding of any new vocabulary, students need challenging opportunities that require deep processing (Mc Keown et al., 2012) through activities such as thinking about and discussing words and examining and articulating those thoughts. These opportunities are provided through working together in small groups on learner processing by using inter-learner comments and questions with teacher guidance

that help build flexible representations of selected vocabulary that tend to generalize to new contexts and real-world situations.

These social and emotional skills are related to the ability to express emotions such as happiness, sadness, nervousness, and anger, these skills also help children determine how to act when feeling one of these emotions. Social and emotional competence is using acceptable behaviors to relate to others and encourage positive interactions (Wu et al., 2018). According to Breeman, Negative peer communication can affect children's emotional, social, and behavioral skills (Alzahrani et al., 2019).

Social-Emotional Development is learning to adapt to and understand situations and feelings when interacting with people in the environment and daily life. The social-emotional learning process is achieved through listening and observing what they see. Social-emotional development is closely related to interaction, both related to other people or objects. If the interaction is not good, then the child's growth and development are not optimal (Maria & Amalia, 2018).

Social-emotional factors are associated with academic performance because schools are social environments and the learning process is social (Zins et al., 2004). Well-developed social-emotional factors increase students' likelihood of learning and interacting with their peers, increasing academic achievement (M. J. Elias & Haynes, 2008). This social-emotional development is designed to equip children with self-confidence, social skills, and

the ability to manage their emotions. The more your child is trained in social-emotional behaviors, the better he or she will be at solving problems.

This study discusses the social-emotional learning of students by combining with the small group method to make it easier for students to each other to produce a problem and increase students' confidence when expressing their opinions. In this method, students must participate in discussions to produce maximum problem-solving.

Collaborative Social Reasoning (CSR) is a peer-led, teacher-guided, small-group learning method in which students engage in complex social-emotional problem-solving. The purpose of this is for them to come up with reasonable and justifiable solutions collaboratively.

B. Reason for Choosing the Topic

This research discusses the state of students learning English in groups. The reasons for choosing this topic are as follows:

1. The researcher explores English learning strategies using the collaborative social reasoning method.
2. The researcher explores students in groups related to their ability to apply their social-emotional vocabulary.

C. Research Question

As explained in the background described above, the formulation of the problem in this study can be found, namely:

1. To what extent the Collaborative Social Reasoning (CSR) approach improves the quality of learning and student comprehension compared to the Read Aloud (RA) approach?

2. What are students' attitudes in using social-emotional vocabulary when in groups?

D. Research Objective

1. To find out the improvement of students' quality in learning and understanding with CSR methods.

2. To determine the social-emotional attitude of students in group learning.

E. Significances of the Study

1. Theoretical Benefits

   Theoretically, this research aims to increase knowledge, improve cognitive abilities, and become reference material for students, especially learning in group methods or discussing.

2. Practical Benefits

   a. For the teacher

   This research is to be a further considered to improve the quality of learning and can change the correct strategy to support learning.

   b. For the researcher

The results of this study are to add insightful knowledge and valuable experience in completing lectures as well as provide information and improve teaching skills to pay more attention to the strategies that will be used in learning activities so that learning objectives can be achieved optimally.

c. For the Students

This research aims to add experience and insight into new things to improving students' critical thinking understanding.

CHAPTER II
REVIEW RELATED OF LITERATURE

This chapter presents several explanations and theories related to this research. These include a basic understanding of the title, a general theory about learning strategies, and a brief theory about learning English in groups.

A. Previous Study

In this section, researchers explain some relevant research conducted when collecting or compiling references to explain where the current research is located with previous research that is considered relevant and on the same topic. Some literature reviews that are relevant to this research are:

1. Based on Evinella Alexopoulou and Driver (1996), entitled "Small Group Discussion in Physics: Peer Interaction Modes in Pairs and Fours'

    This study addresses the construction area in the science classroom through teacher-to-student and student-to-student discourse. The study also discusses that peer talk allows children to construct new ways of understanding through collaborative negotiation of the meanings they convey (Alexopoulou & Driver, 1996).

    The similarity between this research and Alexopoulou's study is that both use the small group discussion method to

improve students' understanding of learning. While the difference is that in this study the use of the Small Group Discussion method is applied to English language learning. In Alexopoulou's study it is applied to physics learning.

2. Based on Rizki's study of Zamila Fitriani Siregar et al. (2020), entitled 'Small Group Discussion for the Students' Reading Comprehension of the Senior High School'.

This study describes the Small Group Discussion strategy's effect on understanding narrative texts in class X students of SMK Swasta Panca Dharma Padangsidimpuan. This experimental research aims to determine the causal relationship between one or more variables to other variables. Using a small group discussion strategy in teaching reading comprehension will enable the scholars to get intended with the help of data from their friends and teachers (Zamila Fitriani Siregar, 2020).

The similarity of this study with the research conducted by Zamila Fitriani Siregar et al. is that both use the method or strategy of small group discussion to produce a mature understanding of a reading. While the differences are: 1). In Zamila Fitriani Siregar's study only focuses on understanding a narrative reading, while this study focuses on understanding reading and a positive impact in the form of increasing foreign vocabulary for students. 2). The object in Zamila Fitriani Siregar's study is tenth-grade vocational students, while the object in this study is eighth-grade junior high school students.

3. Based on Ming-Yi Hsieh et al. (2021), entitled 'A Collaborative Small-group Discussion Approach to Improving Fifth Graders' Use of Academic, Relational, Social, and Emotional Vocabulary'.

The current study examined whether CSR discussions can effectively promote students' academic, relational, social, and emotional vocabulary use. This study examined the impact of CSR discussions and used a quasi-experimental design to compare CSR with two instructional conditions: Read-Aloud (RA) and Regular Instruction (RI). The purpose of including the RA condition was to test whether collaborative discussion in CSR is related to increased vocabulary generation in essays. Students in the RA condition were exposed to the same literary text using the traditional read-aloud-only approach. The RI condition served as a baseline where students received neither collaborative small group discussions nor multi-faceted literacy texts (Hsieh et al., 2021).

The similarity of this research with Ming-Yi Hsieh's research is that both use the Collaborative Social Reasoning (CSR) approach. However, this study only compares one instructional condition, namely Read Aloud (RA). While the difference between this research and Ming-Yi Hsieh's research is that the object of the research is fifth-grade Elementary school students while the object of this research is eighth-grade junior high school students.

4. Based on Ting Dong et al. (2011), entitled 'Collaborative Reasoning in China and Korea.'

This study discusses the use of Collaborative Learning in language learning by elementary school students in China and Korea. The Collaborative Reasoning discussion style differs significantly from the norm in Chinese and Korean elementary schools regarding of teaching and learning strategies. In Korea and China, elementary school classes can have up to 50 kids each. Large classes are also common in China. The tone is formal, and the rules are very rigorous. Instead of folding their hands behind their backs as always students sit in straight rows, rise to respond to the teacher, and recite the numerous things they need to learn aloud (Dong et al., 2011).

The similarity between this research and Dong's study is that both discuss learning using Collaborative Learning applied in EFL Schools. While the differences are 1). This study was conducted in class VIII of junior high school while Dong's study was conducted in class IV of elementary school. 2). This study compared CSR and RA methods, while Dong's study did not. But in Dong's study, he compared the application of Collaborative Learning method in American and Chinese and Korean schools.

5. Based on Ann P Daunic et al. (2015) entitled 'Developing a Social-Emotional Vocabulary to Support Self-Regulation for Children at Risk for Emotional and Behavioral Problems'.

This study was designed to examine the effects of a social-emotional learning interventions using interactive storybook reading, SELF: Social-Emotional Learning Foundations, on the vocabulary growth of kindergarten and first-grade students at risk for emotional and behavioral difficulties. As SELF is intended to promote students' overall social-emotional development, this study focuses on vocabulary related to social-emotional learning. Language plays an important role in the development of social-emotional skills. As children enter school, they face growing demands to maintain appropriately organized and goal-directed activities, inhibit negative behaviors, and comply with rules. Language skills support the necessary social-emotional adjustment by promoting the ability to understand and comply with behavioral demands, actively address learning challenges, and relate positively with teachers and peers (Daunic, 2015).

The similarity between the research conducted by Ann P Daunic and this research is that both apply social-emotional learning to English vocabulary learning. The difference is the object in the study undertaken by Ann P Daunic is in kindergarten and grade 1 elementary school while this research is in grade eight junior high school.

B. Literature Review

1. Collaborative Learning

Collaborative learning is one of the strategies in learning in which 3 to 4 students discuss a problem to reach a mutual agreement. One of the methods of Collaborative learning is small group discussion. Small group discussion is very helpful for students to understand a problem that starts from different opinions to become one result they agree on. A significant benefit of small group discussion is that those in the group will get to know each other and expand their activities outside the classroom. Students contact each other to help with problems or issues they have and they often continue communication later on. Students working together is the most effective form of interaction. When students work in pairs or groups, one person listens while the other partner discusses the question under investigation (Laal & Ghodsi, 2012). Both develop valuable problem-solving skills by forming ideas, discussing them, receiving immediate feedback, and answering questions and comments.

Small group discussion learning is more student-centered because the activity emphasizes learning and makes students more responsible for the learning process. Often, active students in class tend to be interested in participating in other schools or institutions so that the value increases. In this learning, students are also trained to be ready to complete tasks with good cooperation and each student must understand the material being discussed to contribute to their group friends.

In small group discussions, the teacher gets many opportunities to observe and monitor students interacting, asking questions, explaining, and the activeness of each group member. This method is considered the suitable method to be applied by teachers for the success of student learning (Laal & Ghodsi, 2012). When individuals experience difficulties in solving problems, they prefer to give up, but if in a group it is more likely a way to keep going until they reach a meeting point. By applying this method, students will see that the teacher can evaluate students' thinking.

The primary aim of Collaborative Learning is to help students test the quality and value of what they know by trying to make sense of it to other people like themselves and their peers (Bruffee, 2015). Collaborative Learning helps personalize knowledge and learning so that students feel an organic connection between the minds of others and themselves.

2. Social-Emotional Vocabularies

Social vocabulary is defined as words that refer to moral, personal, and social knowledge. Examples are cheat, accept and allow. Students use social knowledge to interpret social cues to understand the will of others when making social decisions. Social knowledge is essential for students because a lack of social vocabulary can result in limited communication with others and understanding of others' perspectives, which hinders their social relationships.

Social-emotional learning and emerging literacy share a topic called emotion vocabulary. Emotional vocabulary can be formed through dialogic reading with properly chosen texts with social-emotional issues. Emotional vocabulary is a strong focus in the curriculum to encourage social emotional and character development (B. M. J. Elias, 2014). According to Denham, et al. The growth of emotional vocabulary is also beneficial for developing social-emotional skills (Doyle & Bramwell, 2006). Emotional literacy is recognizing, labelling, and understanding feelings in oneself and others (Joseph, 2016). It consists of words that show personal emotions, introspection, and empathy. Instruction in emotional vocabulary is emphasized in the social-emotional curriculum that accurately identifies emotions such as anger, frustration, and shame. A limited emotional vocabulary can result in misperceptions of one's and others' feelings.

To properly understand the feelings of self and others, students need more processing through activities such as discussing words and articulating these thoughts. A more complex emotional vocabulary allows children to better communicate with others about their internal affective states. Unfortunately, children from low economic backgrounds tend to have less language experience and vocabulary. As a result, children living in low-income households are less likely to control their emotions.

Social-emotional vocabulary can provide a very effective springboard for conversations that allow students to connect with experiences relevant to social-emotional development (Daunic, 2015). Language and social-emotional skill development provide important foundational support for effective school engagement. Social-emotional development must be balanced with self-regulation which refers to processes related to regulating emotions and behavior.

3. Collaborative Social Reasoning (CSR)

CSR is a teacher-guided and peer-led small group learning approach. In this method, students are engaged in iterative discussions about complex social-emotional issues. The goal is to reach the most logical and reasonable solution. This method is informed by much of the Collaborative Reasoning (CR) literature. Collaboratively, students build strong arguments and supporting evidence (Chinn & Anderson, 1998).

In this method, teachers are encouraged to talk less and give students more opportunities to decide when to speak, what to talk about, when to defer to others and the importance of listening to the opinions of others. Students who tend to be quiet are encouraged to participate in discussions. Chatty students are prevented from monopolizing the conversation. (Dong et al., 2011). Students are taught how to crystallize conflicting thoughts into unified thoughts. They are taught to express agreement and disagreement with peers without appearing rude.

CSR is designed to encourage good social norms, such as open discussion, mutual respect, and equal participation. It allows students to share ideas freely without much teacher supervision, which can help them gain a greater sense of autonomy and audience. To show mutual respect, students may disagree with others' opinions. In CSR discussions, each student strives to create equal opportunities for participation, or relational equity, so that students can safely convey their opinions to their fellow students and work towards a broader understanding of their lives.

4 principles drive the CSR approach, namely:

1) Collaborative argumentation: In groups, students are asked to express their opinions to find the best solution critically.

2) Open participant: Students can participate freely and independently when there is no expectation of teacher evaluation.

3) Promote positive social norms: encourage healthy social standards, such as maintaining a balance between individual and group interests, peer and teacher power dynamics, and social support and cognitive conflict.

4) Teacher scaffolding: teachers act as facilitators in CSR discussions, encouraging students to consider issues from multiple perspectives and ensuring that the voices of all participants are heard.

The CSR study focused on social processes during discussions, individual outcomes following students' participation in social interactions, and the relationship between the nature of discussions and individual outcomes. Students are encouraged to practice social perspective-taking by sharing personal experiences or feelings relevant to the story with peers, comparing others' experiences or feelings with their own, and projecting various experiences or feelings from the story to understand the story characters' intentions, feelings, or social behaviors (Lin et al., 2019).
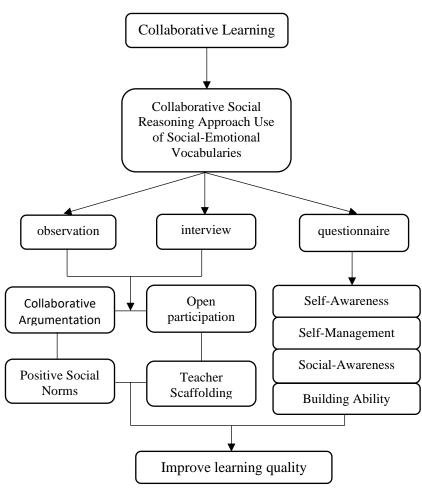
In this study, examining the post-intervention reflective essays of students in the CSR group and those in the active-control Read-Aloud group while accounting for individual differences, allowed the researchers to determine the effects of CSR on students' social reasoning development, pre-intervention academic achievement, gender, and social reasoning. The dialogic inquiry process was where the CSR and the Read-Aloud groups differed most. During the intervention, the same story text was read by both groups. The Read-Aloud group engaged more in the instructor's standardized read-aloud technique and individual writing exercises, whereas the CSR group participated in the dialogical inquiry discussions mentioned above. With the underlying assumption that reasoning ability can be transferred from oral argument to individual writing, students' social

reasoning was evaluated through reflective essay composition (Reznitskaya et al., 2009).

One of the objectives of the small group discussion strategy is to teach students to solve problems with real cooperation. This strategy differs from other learning approaches, so group discussion helps students remember and understand the subject matter. It is very important role for teachers to improve learning strategies to prevent the class from becoming dull and monotonous.

C. Conceptual Framework

Table 2.1
Conceptual Framework

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                    ┌──────────────────────────┐
                    │   Collaborative Learning  │
                    └──────────────────────────┘
                                 │
                                 ▼
                    ┌──────────────────────────┐
                    │   Collaborative Social    │
                    │  Reasoning Approach Use   │
                    │   of Social-Emotional     │
                    │      Vocabularies         │
                    └──────────────────────────┘
```

observation	interview	questionnaire

Collaborative Argumentation	Open participation	Self-Awareness
Positive Social Norms	Teacher Scaffolding	Self-Management
		Social-Awareness
		Building Ability

Improve learning quality

D. Theoretical Framework

There are several methods to learning English, one of which is Collaborative Learning. Collaborative Learning is a teaching and learning method that is said to involve groups of students working together to solve problems, complete tasks, or produce products (Bruffee, 2015). This learning is accompanied by Social-Emotional Vocabularies. In accordance with Buhrmester's theory, it is revealed that in the development of Social Emotional in adolescents, the role of peers is very influential because peers are a source of affection, sympathy, understanding and a setting to gain recognition of independence from parents. (Papalia et al., 2009). On the other hand, Robinson revealed that adolescents' involvement with peers can provide emotional and pressure support. (Dutton et al., 2020).

In this study, Collaborative Social Reasoning was used to improve the students' learning quality in English. In accordance with Ming Yi Hsieh theory, there are four principles the design of CSR approach. Collaborative argumentation, Open participation, Positive Social Norms, and Teacher Scaffolding (Lin et al., 2019). This Study also combines with Social Emotional Vocabularies. In accordance with Goleman theory, Social Emotional Vocabularies in this study has four indicators there are Self-Awareness, Self-Management, Social Awareness and Building Ability (Tan & Dobbs-Oates, 2013).

The use of the Collaborative Social Reasoning method combined with Social Emotional Vocabularies is intended to obtain results that refer to the success of the method which has an impact on improving the quality of student learning. As Ladd says, CSR discussions provide fifth graders with a beneficial opportunity for fifth graders to use academic and social-emotional vocabulary as a tool to advance their learning and social experiences among peers (Hsieh et al., 2021).

CHAPTER III
RESEARCH METHOD

A. Research Design

　　To obtain and collect data intensely, researchers conducted research using qualitative studies. According to E. Fossey, the center of qualitative research is whether participants' perspectives have been authentically represented in the research process, whether interpretations are made of the information collected for authenticity, and whether the findings fit the data and social context in which they originated (Fossey et al., 2002). Related to the questions commonly asked in the case study method, it seeks to understand the phenomenon in depth and even explore and elaborate on it. According to Yin, "how" and "why" questions are emphasized in using research with the case study method because these two questions are considered very appropriate for obtaining in-depth knowledge about the symptoms discussed. The form of the question will also determine the strategy used to get the data.

　　According to Endraswara (2012), case studies are classified into two categories. Spesificlly, case studies in the form of deviations from fairness (Retrospective Case Study) and case studies towards positive developments (Prospective Case Study). So, this research can be classified as a prospective case study because it examines the development of eighth-grade students'

emotional vocabulary knowledge in a group setting. Which will later be carried out in the form of action research.

The case study method is increasingly in demand by researchers when writing scientific papers because it can explore and elaborate on a issue comprehensively. In the study of Mudjia Raharja (2017), case studies have the following steps: 1). Selection of themes, topics, and cases. In this first stage, the researcher must be sure that the selected case is part of the body of knowledge of the field being studied. 2). Reading the literature 3). Formulation of research focus and problem. 4). Data collection. 5). Data refinement. 6). Data processing. 7). Data analysis. 8). Data analysis process. 9). Conclusion of research results. 10). Research report.

This research instrument is the researcher himself (human instrument) who observes, asks questions, and collects research data. The case study in this research compares Collaborative Social Reasoning (CSR) and Read-Aloud (RA) approaches in English language learning concerning the social-emotional of eighth-grade students in groups at SMP 2 Temon. Data were obtained through observation, questionnaires and interviews. This research was conducted in eighth grade at SMP 2 Temon in groups.

Questionnaires were distributed to determine how to control students' social-emotional vocabulary in groups. Interviews were also used to provide clear evidence that the research was really done and get approval from the respondents. Interviews were conducted using audio recordings by researchers and two students.

B. Research Setting

This research was conducted at SMP Negeri 2 Temon located in Karangwuluh Village, Temon Sub-district, Kulon Progo Regency, Yogyakarta Special Region. The respondents were eighth-grade students at SMP Negeri 2 Temon. Respondents were selected using a purposive sampling technique. The purposive sampling technique is a sampling technique that is carried out by assessing of the sample among the selected population. Judgment is taken if it meets specific criteria set by the research topic. This study aims to determine students' progress using Collaborative Social Reasoning in group learning related to applying social-emotional vocabulary.

C. Techniques of Collecting Data

Data collection techniques were carried out using observation, questionnaires, and interviews during the research process.

1. Observation

The observation technique is used by researchers in observing both the situation and the conditions of reality or attitude of the research subject. This is based on exclusive experience and researchers make entire observations about phenomena that occur and record them into research data. Researchers use this technique to observe the conditions and activities of the subject during daily learning activities.

In making observations, two senses must be considered; the eyes and ears. Both senses must be completely healthy because in conducting research, a researcher must be observant in observing sources.

Observation results in the form of activities, events, events, objects, certain conditions or atmospheres, and emotional feelings about somebody. Observations are made to obtain a real picture of an event or event events to answer research questions.

Table 3.1
Observation Guide

a. Observe the learning process by considering 4 components of Collaborative Social Reasoning
   1) Collaborative argumentation. In this case, students are encouraged to find the best solution collaboratively and critically.

No.	Indicators	Yes	No
1.	Students dare to express their opinions in front of their friends.		
2.	Students dare to state the truth with reference to reading sources.		
3.	Students are able to turn the group into an active group.		

   2) Open participation. Students are encouraged to assess or understand the opinions of others.

No.	Indicators	Yes	No
1.	Students are able to provide feedback to friends in one group.		

No.		Yes	No
2.	Students refute friends' opinions if there are differences in perception.		
3.	Students are able to understand and consider friends' opinions.		

3) Positive Social norms. In this case, students must be able to maintain a balance between group or individual interests.

No.	Indicators	Yes	No
1.	Students can distinguish conversations related to the material and those that are not.		
2.	Students focus more on group work than group work.		
3.	Students can maintain cognitive balance (reading, remembering, logical reasoning and paying attention) in groups.		

4) Teacher scaffolding of higher-level social reasoning. The teacher becomes a good companion or facilitator and ensures that all student voices are heard.

No.	Indicators	Yes	No
1.	The teacher does not always interfere with students' reasoning.		
2.	The teacher is a good guide.		
3.	The teacher ensures that all members in the group take part in the discussion.		

b. Observing social attitudes carried out by students in groups in the form of discipline, honesty, respect for others, and working together to produce something that can be justified.

No.	Indicators	Yes	No

No.		Yes	no
1.	Students help each other among peers.		
2.	Students can respect the opinions of peers.		
3.	Students are honest with the teacher.		
4.	Students can work well together in groups.		
5.	Students can interact well with teachers and peers.		

c. Observe students controlling their emotions when interacting with friends and teachers.

No.	Indicators	Yes	no
1.	Students are able to accept criticism from others well.		
2.	Students are able to give feedback to friends well.		
3.	Students are able to give teacher's advice well.		

2. Questionnaire

Sugiyono (2017) states that a questionnaire is a data collection technique that gives respondents a set of statement or written questions to answer. This questionnaire contains several questions to respondents to obtain data that detects the interests, attitudes and habits of respondents. The purpose of giving questionnaires to students is to get information from respondents about what they experience.

This study uses a closed questionnaire type in which respondents are given questions that expect short answers or choose alternative answers available. Each question is in the form of nominal, ordinal, interval, and ratio data. This study used the questionnaire

technique to determine students' attitudes in controlling their social-emotional when working together in groups.

Table 3.2
Questionnaire Guide

Indicators	Question Item Number	Total Item
1. Self -Awareness	1-5	5
2. Self-Management	6-10	5
3. Social Awareness	11-15	5
4. Building Ability	16-20	5

*Adopted from framework of emotional competencies by Daniel Goleman

No	Statements	SA	A	D	SD
1.	1. I will get angry with my friends when my opinion is not accepted.				
	2. I feel sad when my opinion is different from other friends.				
	3. I feel happy when my opinion is accepted and approved by others.				
	4. I remain confident in my opinion even if it is different from others.				
	5. I feel embarrassed when my opinion is different from others.				
2.	6. I will hit my friend who rejects my opinion.				
	7. I would run away from class when I argue with my group mates				
	8. I will do my part of the assignment that has been divided by my group.				
	9. I will take responsibility when I make mistakes in the group.				

No	Statements	SA	A	D	SD
	10. I will reprimand my friends when they make mistakes				
3.	11. I will help my friends when they are having difficulties.				
	12. I will replace my friend's assignment when he/she is absent.				
	13. I will do my friend's assignment without permission				
	14. I will accept other people's opinions even if they are different from mine.				
	15. I will stick to my opinion even if it is different from others.				
4.	16. I will talk a lot when discussing with friends.				
	17. I will keep quiet when my friends ask for my opinion				
	18. I will not tell the results of my work to my group mates				
	19. I will wait for my friend's work without taking part in the work.				
	20. I will do anything for the success of my group				

The measuring instrument for detecting interests, attitudes and habits is in the form of a Likert scale consisting of 4 (four) levels, namely:

Table 3.3
Likert Scale

Level		Score weight	
English	Indonesian	Positive	Negative

SA (Strongly Agree)	SS (Sangat Setuju)	4	1
A (Agree)	S (Setuju)	3	2
D (Disagree)	TS (Tidak Setuju)	2	3
SD (Strongly Disagree)	STS (Sangat Tidak Setuju)	1	4

The data analysis technique of this research is qualitative, in which each question is given a certain weight according to the criteria (4 to 1 or 1 to 4). Then all weights are found for the percentage. The total weight of the question is divided by the amount of weight that should be the highest and then multiplied by 100%. Then it is formulated with:

$$P = \frac{f}{N} \times 100\%$$

Notes:
P = percentage result obtained
f = Number of each alternative
N = Number of respondents
100% + fixed number in analyzing.

In connection with the qualitative data analysis technique, the percentage results are transformed into words with an assessment meaning. Researchers propose grouping the results of the percentage calculation into the following interpretation:

Table 3.4
Percentage intervals and the interpretation

Percentage Intervals (%)	Interpretation
0,0 – 0,5	None at all
0,6 – 9,5	Almost none
9,6 – 39,5	A small part
39,6 – 49,5	Almost half
49,6 – 50,5	Half
50,6 – 59,6	More than half

59,6 – 89,5	Most of it
89,6 – 99,5	Almost all
99,6 - 100	All of it

3. Interview

An interview is a research technique with a meeting between two or more people to explore data and ideas through questions and answers, so that meaning can be constructed according to the data to be sought. Interview techniques are usually conducted face-to-face or via telephone with the interview. The most important thing about this interview is that the researcher must record or record information from the source.

In this study, researchers used a face-to-face method with a free interview type. This means that the researcher only makes the main points of the problem to be studied. In interviews, researchers conducted interviews with two students while at school. The purpose of this interview is to find out the progress experienced by students regarding understanding the material if it is done in groups.

Interview guideline

1. What do you think about the small group discussion strategy?
2. What difference do you feel after using the small group discussion strategy?
3. What obstacles did you experience during the teacher's teaching using the small group discussion strategy?

4. What difference do you feel between using the read-aloud and collaborative social reasoning strategies?
5. Does this strategy make it easier for you to understand the material taught?
6. Do you have anything you want to say related to the small group discussion strategy that hasn't been discussed?

D. Technique of Analyzing Data

According to Moleong, Data Analysis is an effort made by working with data, organizing data, sorting it into manageable units, synthesizing it, looking for and finding patterns, finding what is important and what is learned, and deciding what can be told to others (Sahidin, 2015).

That analysis consists of three concurrent flows of activity: data reduction, data display, and conclusion drawing/verification (Miles & Huberman, 1984).

1. Data Reduction

Data reduction here refers to selecting, focusing, simplifying, abstracting, and transforming data that appears in field notes. Data reduction occurs continuously in any qualitative research-oriented study, from the decision to sample to sampling, coding, and summarizing data.

Analysis and data reduction are not distinct processes. Data is sharpened, sorted, focused, discarded, and organized as part of the analysis to infer and validate outcomes. One thing needs to be made clear: When discussing data reduction, we

don't always mean quantification. Numerous methods exist for reducing and transforming qualitative data, including simple selection, summarization, paraphrasing, inclusion in a wider pattern or metaphor, and more. Insofar as the numbers and the words used to create the numbers are kept together in the subsequent evaluation, we do not rule out turning the data into numbers or ranks. In this manner, the settings where the facts are present are never stripped away.

2. Data display

Data display, a structured collection of information that enables inference and action, is the second main flow of analytical activity. In daily life, displays like computer screens, newspapers, and gas meters can be found. Observing displays enables us to comprehend what is occurring, follow up with analysis, or take action based on that understanding. We produced a variety of matrices, graphs, networks, and charts since we were sure that improved displays instead of clumsy narrative text were a primary route to practical qualitative analysis during of our job.

The design and use of displays are an aspect of analysis, just like data reduction is a part of the analysis. Analytic operations include choosing which data, in what format, should be entered in the cells of a matrix designed for qualitative data as well as creating the rows and columns of the matrix.

3. Conclusion

Concluding the shown reduced data entails looking for patterns, explanations, potential configurations, causal processes, and propositions. These findings are also confirmed and examined for validity, sturdiness, believability, and robustness.

These three streams, data reduction, data visualization, and conclusion drawing/verification have been described as intertwined before, during, and after data collection to comprise the broad category known as analysis.

CHAPTER IV
RESEARCH FINDING

In this chapter, researchers present the final data as findings from the research itself. The data from observations, questionnaires, and interviews regarding small group learning strategies and students' social emotional control at SMP N 2 Temon.

A. Findings

1. The use of the Collaborative Social Reasoning approach to improve students' English learning.

    Researchers found that English learning for eighth-grade students at SMP N 2 Temon using the Collaborative Social Reasoning approach can improve student understanding and apply Social-Emotional vocabulary. This is evidenced by the results of observations and interviews that have been conducted from August 03 to August 28, 2023.

    Observations were made of student and teacher activities in carrying out learning with the Collaborative Social Reasoning approach. Observations were made to record differences in student understanding of learning outcomes by means of Read Aloud and Collaborative Social Reasoning. The aspects observed in learning activities are:

a. Collaborative Argumentation. In this case, students are encouraged to find the best solution collaboratively. For example, students are given a descriptive text and some related questions, and then they are instructed to answer the questions by discussing them according to the reading.

b. Open Participation. Students are encouraged to assess or understand the opinions of others. For example, students are instructed to give each other feedback regarding their group mates' opinions.

c. Positive social norms. In this case, students must balance group and individual interests. For example, students are briefed to reduce interaction with friends who discuss topics outside of learning.

d. Teacher scaffolding of higher-order social reasoning. The teacher becomes a good facilitator and ensures all students' voices are heard. For example, the teacher ensures that all group members participate but does not thoroughly assist the discussion.

Based on the data obtained, the researcher concluded that the Collaborative Social Reasoning approach was successfully applied in the eighth grade of SMP N 2 Temon. That is evidenced by the results of observations by researchers on August 03, researchers conducted observations in class VIII D SMP N 2 Temon. At that time, the learning method used was Read Aloud (RA) where the teacher only explained the material

about descriptive text while students only listened and took notes in their respective books. Under these circumstances, the researcher concluded that students tend to be passive and lack confidence in participating in learning. That is also consistent with the following statement from Nesya Putri Rahmawati, one of the respondents:

> "Learning that only listens to the teacher's explanation is difficult for me to understand and when I don't understand, and I am embarrassed to ask." (NPR)

In connection with applying the small group discussion strategy, the researcher made another observation on August 07, 2023. At that time, in accordance with the teacher's lesson plan, the teacher implemented learning in groups. Students are divided into several groups, each with four students. Students are tasked with describing the pictures the teacher has distributed. After students finished working, the teacher asked them to present the results of their discussion in front of the class.

Based on this data, the researcher concluded that students were more confident and active when expressing opinions according to the results of their group discussions. In addition, students get a different atmosphere and feel interested in the learning being carried out. That is also the following statement from Nesya Putri Rahmawati:

> "Learning in groups is very fun because I get to know something that is unfamiliar to me, and it is also easier to understand the material being taught." (NPR)

In accordance with the observation guide prepared by the researcher, the researcher saw that students also exchanged ideas and provided rebuttals if they were not in accordance with the reading source. The researcher also found that in group conditions, there were students who were still unable to distinguish between conversations related to the material being studied and those that went off-topic. However, this can be overcome with the teacher's direction to maintain their cognitive balance by reading, remembering, paying attention and thinking logically.

In group learning, the researcher witnessed the teacher act as a facilitator or companion for students when discussing. The teacher only gave good directions and did not interfere in each group's discussion. Besides that, the teacher still supervises and ensures all group members actively participate in the discussion.

According to Zarin Falisa Yudiawati's statement in answering interviews from researchers, the difference that has been felt between using the read-aloud strategy and collaborative social reasoning are that learning in groups makes students more focused on discussing a problem.

> " If I only listen to the teacher's explanation, I often get sleepy and bored. But if you are in a group, you must

be required to actively participate in discussions." (ZFY)

Both respondents also agreed that the teacher applying the group learning method can improve students' understanding of learning English. They stated that this strategy is suitable for beginners who are learning English and makes it easy for them to remember new vocabulary and makes them more challenged. That is proven Nesya Putri Rahmawati and Zarin Falisa Yudiawati's answers when interviewed by the researcher:

> "I can broadly find out vocabulary that I don't know and of course it can make me confident in my opinion. By working in groups, I can also be more independent." (NPR)

> "I prefer learning in groups. Learning is not monotonous and there is more practice than theory. " (ZFY)

Coming out of English learning, both respondents have understood what the collaborative social reasoning strategy means.

2. Students' attitude in the use of social emotional vocabulary when in groups

Based on researchers' findings on the observation on August 10, 2023, students of class VIII D SMP 2 Temon between friends helped each other to benefit the group. They help each other if there are difficulties and ask for friends' opinions. They can respect each other's opinions, criticisms, and suggestions even though there are differences of opinion.

Students can be honest with the teacher if there are orders that are not understood. They do what the teacher tells them to do. Students cooperate well and focus on discussing and doing tasks from the teacher. However, one or two children cannot distinguish between conversations related to group discussions and personal busyness.

However, the teacher can overcome this by giving a simple warning to students who are deviating. After the reprimand, students will refocus and participate in the discussion.

That is the result of the researcher's observation related to the social attitudes of class VIII D SMP N 2 Temon students in learning English in groups.

The attitude of their emotional control includes: students can accept criticism of suggestions given by teachers and friends. They can also provide good feedback for friends when the discussion results are submitted. In addition, they can accept the teacher's criticism and suggestions well and there is no student resistance.

Researchers also distributed questionnaires to students on August 28, 2023. The following are the results of the questionnaire recapitulation of 30 students in class VIII D SMP N 2 Temon.

Table 4.1
Percentage Questionnaire Result

No.	SA	A	D	SD	T
1.	0	0	76,7%	23,3%	100%
2.	3,3%	13,3%	70%	13,3%	100%
3.	46,7%	50%	0	3,3%	100%
4.	33,3%	60%	6,7%	0	100%
5.	0	6,7%	83,3%	10%	100%
6.	0	0	23,3%	76,7%	100%
7.	0	3,3%	53,3%	43,3%	100%
8.	46,7%	46,7%	6,7%	0	100%
9.	43,3%	53,3%	3,3%	0	100%
10.	20%	76,7%	3,3%	0	100%
11.	50%	50%	0	0	100%
12.	10%	56,7%	36,7%	6,7%	100%
13.	0	6,7%	56,7%	36,7%	100%
14.	50%	46,7%	3,3%	0	100%
15.	20%	60%	16,7%	3,3%	100%
16.	3,3%	56,7%	30%	10%	100%
17.	0	10%	63,3%	26,7%	100%
18.	3,3%	6,7%	66,7%	23,3%	100%
19.	0	3,3%	56,7%	40%	100%
20.	30%	63,3%	6,7%	0	100%

Annotation:
SA: Strongly Agree   D   : Disagree
A : Agree   SD   : Strongly Disagree
T   : Total

Based on the results of the questionnaire, it is explained that the students' Social Emotional Attitude is successfully applied to learning with the Collaborative Social Reasoning method. Evidenced in the results of the questionnaire they have filled out. The first statement is that students get angry if their opinions are not accepted. Students who strongly disagree with the statement amounted to 23.3%. Students who

agreed with the statement amounted to 76.7%. While there are no students who agree with the statement.

The second statement is that students are sad when their opinions are different from friends. Students who strongly disagreed with the statement amounted to 13.3%. Students who agreed with the statement amounted to 70%, while students who disagreed with the statement amounted to 13.3% and students who strongly agreed with the statement amounted to 3.3%. It is concluded that students who disagree with the negative statement are more than those who agree.

The third statement is that students feel happy when their opinions are accepted and approved by others. Students who strongly agreed with the statement amounted to 46.7%. Students who agreed with the statement amounted to 50%. While there were no students who disagreed and 3.3% of students strongly agreed with the statement. It is concluded that there are more students who agree with the positive statement than those who disagree.

The fourth statement is that students remain confident in their opinions even though they are different from others. Students who strongly agreed with the statement amounted to 33.3%. Students who agreed with the statement amounted to 60%. Meanwhile, students who disagreed with the statement amounted to 6.7% and there were no students who strongly disagreed with the statement. It is concluded that the number of students who agree with positive statements is more than those who disagree.

The fifth statement is that students feel embarrassed when their opinions differ from others. Students who strongly disagreed with the statement amounted to 10%. Students who agreed with the statement amounted to 83.3%. Meanwhile, students who agreed with the statement amounted to 6.7% and there were no students who strongly agreed with the statement. It is concluded that the number of students who disagree with the negative statement is more than students who agree.

The sixth statement is that students hit friends if their opinions are rejected. Students who strongly disagreed with the statement totaled 76.7%. Students who agreed with the statement amounted to 23.3%. While there were no students who agreed with the statement. It is concluded that the number of students who disagree with the negative statement is more than those who agree.

The seventh statement is that students run away from class when arguing with a group of friends. Students who strongly disagreed with the statement amounted to 43.3%. Students who disagreed with the statement amounted to 53.3%. Meanwhile, students who agreed with the statement amounted to 3.3% and there were no students who strongly agreed with the statement. It is concluded that the number of students who disagree with negative statements is more than those who agree.

The eighth statement is in the form of students working on their respective section assignments according to what has been divided. Students who strongly agreed with the statement amounted to 46.7%.

Students who agreed with the statement amounted to 46.7%. Meanwhile, students who disagreed with the statement amounted to 6.7% and there were no students who strongly agreed with the statement. It is concluded that the number of students who agree with the positive statement is more than those who disagree.

The ninth statement is that students are responsible when they make mistakes in groups. Students who strongly agreed with the statement amounted to 43.3%. Students who agreed with the statement amounted to 53.3%. Meanwhile, students who disagreed with the statement amounted to 3.3% and there were no students who strongly disagreed with the statement. It is concluded that the number of students who agree with the positive statement is more than those who disagree.

The tenth statement is that students reprimand friends when they make mistakes. Students who strongly agreed with the statement amounted to 20%. Students who agreed with the statement amounted to 76.7%. Meanwhile, students who disagreed with the statement amounted to 3.3% and there were no students who strongly disagreed with the statement. It is concluded that students who agree with the positive statement are more than those who disagree.

The eleventh statement is that students help other friends when they have difficulty. Students who strongly agreed and agreed with the statement amounted to 50%. Meanwhile, there were no students who disagreed with the statement. It is concluded that all students agree with this positive statement.

The twelfth statement is in the form of students replacing groupmates' assignments when friends are absent. Students who strongly agreed with the statement amounted to 10%. Students who agreed with the statement amounted to 56.7%. Meanwhile, students who disagreed with the statement amounted to 26.7 and 6.7% of students strongly disagreed with the statement. It is concluded that the number of students who agree with the positive statement is more than those who disagree.

The thirteenth statement is that students work on friends' assignments without permission. Students who strongly disagreed with the statement amounted to 36.7%. Students who disagreed with the statement totaled 56.7%. Meanwhile, students who agreed with the statement totaled 6.7% and there were no students who strongly agreed with the statement. It is concluded that the number of students who disagree with the negative statement is more than those who agree.

The fourteenth statement is that students accept other people's opinions even though they are different from their opinions. Students who strongly agreed with the statement amounted to 50%. Students who agreed with the statement amounted to 46.7%. Meanwhile, students who disagreed with the statement amounted to 3.3% and there were no students who strongly disagreed with the statement. It is concluded that the number of students who agree with the positive statement is more than those who disagree.

The fifteenth statement is that students stick with their opinions even though they are different from others. Students who strongly

agreed with the statement amounted to 20%. Students who agreed with the statement amounted to 60%. Meanwhile, students who disagreed with the statement amounted to 16.7% and there were no students who strongly disagreed with the statement. It is concluded that students who agree with the positive statement are more than those who disagree.

The sixteenth statement is that students talk a lot when discussing with group friends. Students who strongly agreed with the statement amounted to 3.3%. Students who agreed with the statement amounted to 56.7%. Meanwhile, students who disagreed with the statement amounted to 30% and 10% of students strongly disagreed with the statement. It is concluded that the number of students who agree with the positive statement is more than those who disagree.

The seventeenth statement students are silent when others ask for opinions. Students who strongly disagreed with the statement amounted to 26.7%. Students who disagreed with the statement amounted to 63.3%. Meanwhile, students who agreed with the statement amounted to 10% and there were no students who strongly agreed with the statement. It is concluded that the number of students who disagree with the negative statement is more than students who agree.

The eighteenth statement in the form of students not telling the results of their work to group friends. Students who strongly disagreed with the statement amounted to 23.3%. Students who disagreed with the statement amounted to 66.7%. Meanwhile, students who agreed with the statement amounted to 6.7% and 3.3% strongly agreed with the

statement. It is concluded that the number of students who disagree with the negative statement is more than students who agree.

The nineteenth statement is that students only wait for the results of their friends' work without participating in the discussion. Students who strongly disagreed with the statement amounted to 40%. Students who agreed with the statement amounted to 56.7%. Meanwhile, students who agreed with the statement amounted to 3.3% and there were no students who strongly agreed with the statement. It is concluded that the number of students who disagree with the negative statement is more than students who agree.

The last statement is that students will do anything for the success of their group. Students who strongly agreed with the statement amounted to 30%. Students who agreed with the statement amounted to 63.3%. Meanwhile, students who disagreed with the statement amounted to 6.7% and there were no students who strongly disagreed with the statement. It is concluded that the number of students who agree with the positive statement is more than students who disagree.

Based on the results of the questionnaire from the first to the last statement, it shows that students of class VIII D SMP Negeri 2 Temon successfully apply the method of learning in groups supported by social-emotional control.

Calculation:

The highest weight of 20 questions and 30 respondents:
$4 \times 20 \times 30 = 2400$

The weight obtained from the answers to 20 questions from 30 respondents: 1930

Then these values are entered into the formula

Formula:

$$P = \frac{f}{N} \times 100\%$$

$$P = \frac{1930}{2400} \times 100\% \rightarrow \mathbf{80,4\ \%}$$

In connection with the technical analysis of this data using qualitative research with the output of assessment levels, which include None at All, Almost None, Small Part, Almost Half, Half, More than Half, Most, Almost All, to All, then the value of **80.4%** needs to be entered in the percentage interval table. The result is that the deal is 59.6 - 89.5, meaning that most group learning students can socialize and control emotions well with friends and teachers.

B. Discussion

This research was conducted to discover the application of the collaborative social reasoning method in learning English in class VIII D SMP N 2 Temon and their attitude in controlling their social-emotional interactions with peers in groups. The research that has been conducted shows that the teacher teaches using two methods,

namely Read-Aloud (RA) and Collaborative Social Reasoning (CSR). When the teacher taught using the RA method, the researcher found that there were some students who looked lethargic and lacked enthusiasm in participating in learning. They tend to be passive and unenthusiastic when the teacher explains.

As Rog (2001) said, warning teachers who read storybooks aloud, students will not become readers just by listening to the story. That means that only with the teacher's explanation, students will not understand what the teacher is explaining clearly. Students who have a lazy nature will be complacent with the situation. They consider the teacher's explanation only as a lullaby. Especially for students who sit in the back seat, this is a golden opportunity for them because the teacher's focus is only on the explanation and does not supervise all students in the class.

The researcher's finding that students learned by using CSR strategies resulted in more social-emotional vocabulary. That is in accordance with the expression of Tijms, Stoop and Polleck (2018) that early adolescents who participate in book club interventions and they discuss them can increase social-emotional competence. Collaborative Social Reasoning is a suitable approach and strategy to improve students' quality in English learning. Compared to using RA strategies, CSR strategies can make students more actively participate in learning. In addition, CSR can be a bridge for students who lack the confidence to express their opinions without having to be appointed by the teacher.

Based on the interview results, students suggested that the CSR strategy can add much knowledge and improve healthy interactions between peers and teachers. That is in accordance with the expression by Lin (2019) that students in CSR conditions produce more social knowledge, and consider more possible solutions to complex socio-moral problems. In addition to interviews, the results of observations also show that students' reasoning using CSR strategies is broader than when teachers use RA strategies. Students can maintain their cognitive balance through reading, critical thinking, paying attention, and remembering.

In this study, the teacher's role was only as a companion and facilitator to meet students' needs and problem solvers. The teacher did not necessarily interfere fully when students were discussing. The teacher was also a good guide for the students and made sure to hear all the students' voices.

In using CSR learning strategies, students can control their social-emotional vocabulary well. In giving and receiving feedback, each student can respect the other. In addition, they can use emotional vocabulary to control anger. They do not get angry or violent when they get negative criticism.

In groups, they can be honest to the teacher and avoid being selfish to friends. They help each other when one has difficulties, and can cooperate well when discussing. That can run smoothly

inseparable from the teacher's control in accompanying the learning process.

CHAPTER V
CONCLUSION AND SUGGESTION

This chapter contains conclusions and suggestions regarding the results of the research. Conclusions are drawn from the research results described in the previous chapter. Suggestions are addressed to teachers, students and future researchers interested in conducting similar research.

A. Conclusion

After conducting research and research analysis to explore student learning with the Collaborative Social Reasoning (CSR) method to improve the quality of student learning supported by Social-Emotional vocabulary.

First, based on the data analysis obtained by researchers, through observations, interviews and questionnaires conducted on students of class VIII D at SMP N 2 Temon regarding the differences in English language learning using Collaborative Social Reasoning (CSR) and Read-Aloud (RA) strategies regarding the use of social emotional vocabulary. The researcher concluded that learning by using CSR strategies makes students understand the material better, more confident and more active in participating in learning. Being in groups allows them to exchange ideas freely and know more foreign vocabulary beforehand. In this strategy, the

teacher's role is only to be a good facilitator for students. The teacher does not fully interfere with students in discussions.

Second, Students can also apply their social-emotional vocabulary well. For example, they can accept negative comments from friends. They did not get angry or criticize each other in the face of an opposing opinion. As explained in the previous chapter, the percentage of students regarding their social-emotional control in group learning is 80.4%, which means that most students can socialize and control their emotions well with friends and teachers. This strategy also creates more positive interactions between students and teachers. This strategy is suitable for English learning at the secondary school level especially at SMP N 2 Temon.

The results of this study confirm with previous research which is a reference in this study that the Collaborative Social Reasoning method is successfully applied to students who are starting to explore English (Hsieh et al., 2021). Using social-emotional vocabulary also supports students in learning English to control and control their social-emotional attitudes toward others.

In the previous study, this method was applied at kindergarten and elementary levels because these levels support students exploring English learning. However, in this study, learning with the Collaborative Social Reasoning method is applied at the junior high school level because, in Indonesia, most students learn English at the junior high school level.

B. Suggestion

1. For Teacher

   Through this research, teachers are expected to continue and maintain and even be able to further improve this strategy for learning English so that students are more enthusiastic about participating in teaching and learning activities. In addition, to improve the quality of students in deepening English vocabulary.

2. For Student

   The CSR strategy that has been applied in learning is expected to make students more enthusiastic to participate.

3. For Future Researchers

   Future researchers are expected to prepare everything needed and explore more reference sources related to learning using CSR strategies by controlling students' social-emotional vocabulary.

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APPENDIXES

Appendix 1

Research Permit

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI WALISONGO SEMARANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Prof. Dr. Hamka Km 2 (024) 7601295 Fax. 7615387 Semarang 50185
Website: http://fitk.walisongo.ac.id

Nomor   : 3376/Un.10.3/D1/TA.00.01/08/2023   Semarang, 01 Agustus 2023
Lamp   : -
Hal   : Mohon Izin Riset
a.n   : Farisa Setya Nastiti
NIM   :1903046051

Yth. Kepala Sekolah

Di SMP Negeri 2 Temon

Assalamu'alaikum Wr.Wb.,
Diberitahukan dengan hormat dalam rangka penulisan skripsi, atas nama mahasiswa :

Nama   : Farisa Setya Nastiti

NIM   1903046051

Alamat   : Dukuh, Sindutan, Temon, Kulon Progo, Yogyakarta

Judul skripsi : A Collaborative Social Reasoing (CSR) Approach to Improving Eighth

               Graders' Use of Social-Emotional Vocabularies

Pembimbing   : Agus Mutohar, MA., Ph.D

Sehubungan dengan hal tersebut mohon kiranya yang bersangkutan diberikan izin riset
dan dukungan data dengan tema/judul skripsi sebagaimana tersebut diatas selama 26 hari,
mulai tanggal 03 Agustus sampai dengan tanggal 28 Agustus 2023.
Demikian atas perhatian dan terkabulnya permohonan ini disampaikan terima kasih.
Wassalamu'alikum Wr.Wb.

a.n. Dekan,
Wakil Dekan Bidang Akademik

MAHFUD JUNAEDI

Tembusan :
Dekan FITK UIN Walisongo Semarang (sebagai laporan)

60

Appendix 2

Observation Sheet

1. Observe the learning process by considering 4 components of Collaborative Social Reasoning
    a. Collaborative argumentation. In this case, students are encouraged to find the best solution collaboratively and critically.

No.	Indicators	Yes	No
1.	Students dare to express their opinions in front of their friends	√	
2.	Students dare to state the truth with reference to reading sources	√	
3.	Students are able to turn the group into an active group	√	

    b. Open participation. Students are encouraged to assess or understand the opinions of others.

No.	Indicators	Yes	No
1.	Students are able to provide feedback to friends in one group	√	
2.	Students refute friends' opinions if there are differences in perception	√	
3.	Students are able to understand and consider friends' opinions	√	

    c. Positive Social norms. In this case, students must be able to maintain a balance between group or individual interests.

No.	Indicators	Yes	No
1.	Students can distinguish conversations related to the material and those that are not		√
2.	Students focus more on group work than group work		√

No.		Yes	No
3.	Students can maintain cognitive balance (reading, remembering, logical reasoning and paying attention) in groups	√	

d. Teacher scaffolding of higher-level social reasoning. The teacher becomes a good companion or facilitator and ensures that all student voices are heard.

No.	Indicators	Yes	No
1.	The teacher does not always interfere with students' reasoning	√	
2.	The teacher is a good guide	√	
3.	The teacher ensures that all members in the group take part in the discussion	√	

2. Observing social attitudes carried out by students in groups in the form of discipline, honesty, respect for others, and working together to produce something that can be justified.

No.	Indicators	Yes	No
1.	Students help each other among peers	√	
2.	Students can respect the opinions of peers	√	
3.	Students are honest with the teacher	√	
4.	Students can work well together in groups	√	
5.	Students can interact well with teachers and peers	√	

3. Observe students controlling their emotions when interacting with friends and teachers.

No.	Indicators	Yes	no
1.	Students are able to accept criticism from others well	√	
2.	Students are able to give feedback to friends well	√	
3.	Students are able to give teacher's advice well	√	

Interview with Nesya Putri Rahmawati (NPR)

Q: *"Setelah Anda mengikuti pembelajaran dengan berkelompok, apa pendapat Anda tentang strategi diskusi kelompok kecil?"* ("After you participated in the group learning method, what do you think about the small group discussion strategy?")

A: *"Diskusi kelompok kecil dengan metode belajar kelompok untuk menemukan solusi atas suatu masalah*" ("Small group discussion with group learning method to find a solution to a problem.")

Q: *"Perbedaan apa yang Anda rasakan setelah menggunakan strategi diskusi kelompok kecil?"* ("What difference do you feel after using the small group discussion strategy.")

A: "*Menurut saya, belajar dalam kelompok itu menyenangkan. Karena dengan berbagi pengetahuan dengan teman satu kelompok, saya dapat mempelajari sesuatu yang saya anggap asing. Saya juga jadi lebih mengerti tentang materi yang sedang dipelajari."* ("I think learning in groups is fun. Because by sharing knowledge with my group mates, I can learn something that I thought was unfamiliar. I also understand more about the material being studied.")

Q: "*Hambatan apa yang kamu alami selama guru mengajar dengan menggunakan strategi small group discussion?"* ("Are there any obstacles that you experience when the teacher applies the small group discussion learning method? If so, what were they?")

A: "*Ada beberapa kendala. Sering terjadi kurangnya kekompakan antar kelompok. Terkadang ada teman yang mau bekerja sama. Terkadang ada yang malas."* ("There are obstacles. There is often a lack of cohesiveness between groups. Sometimes some friends want to work together. Sometimes some are lazy.")

Q: "*Apa perbedaan yang kamu rasakan antara menggunakan strategi read aloud (mendengarkan penjelasan guru) dan collaborative social reasoning?"* ("What difference do you feel between using the read-

aloud (listening to the teacher's explanation) and collaborative social reasoning strategies?")

A: *"Ketika berada dalam kelompok, saya lebih percaya diri untuk menyampaikan pendapat di depan teman kelompok. Sedangkan ketika saya hanya mendengarkan penjelasan guru, saya merasa sulit untuk memahami dan malu untuk mengemukakan pendapat atau bertanya tentang sesuatu yang tidak saya ketahui."* ("When I am in a group, I am more confident in expressing my opinion in front of my groupmates. Whereas when I only listen to the teacher's explanation, I find it difficult to understand and am embarrassed to express my opinion or ask questions about something I don't know.")

Q: *"Apakah strategi ini membuat kamu lebih mudah memahami materi yang diajarkan?"* ("Does this strategy make it easier for you to understand the material taught?")

A: *"Ya, karena saya dituntut untuk lebih banyak berpikir, sehingga saya lebih mudah memahami materi"* ("Yes. Because I am required to think more, it makes it easier for me to understand the material.")

Q: *"Apakah ada yang ingin Anda sampaikan terkait dengan strategi diskusi kelompok kecil yang belum dibahas?"* ("Do you have anything you want to say related to the small group discussion strategy that hasn't been discussed?")

A: *"Metode ini cocok untuk saya yang baru belajar bahasa Inggris. Saya dapat mengetahui secara luas kosakata yang belum saya ketahui dan tentunya dapat membuat saya percaya diri ketika berpendapat. Metode ini membuat kita bisa lebih mandiri dan tidak bergantung pada guru."* ("This method is suitable for me who is just learning to study English. I can broadly find out vocabulary that I don't know yet and of course, it can make me confident when having an opinion. This method allows us to be more independent and not depend on the teacher.")

Interview with Zarin Falisa Yudiawati (ZFY)

Q: *"Setelah Anda mengikuti pembelajaran dengan berkelompok, apa pendapat Anda tentang strategi diskusi kelompok kecil?"* ("After you

participated in the group learning method, what do you think about the small group discussion strategy?")

A: "*Metode pembelajaran kelompok*" ("Group learning method")

Q: *"Perbedaan apa yang Anda rasakan setelah menggunakan strategi diskusi kelompok kecil?"* ("What difference do you feel after using the small group discussion strategy.")

A: "*Belajar dalam kelompok lebih menyenangkan. Kita dapat berbagi pendapat dengan teman lain*" ("Learning in groups is more fun. We can share our opinions with other friends")

Q: "*Hambatan apa yang kamu alami selama guru mengajar dengan menggunakan strategi small group discussion?*" ("Are there any obstacles that you experience when the teacher applies the small group discussion learning method? If so, what were they?")

A: "*Saya rasa sejauh ini belum ada. Saya lebih senang belajar dalam kelompok.*" ("I don't think there are any so far. I enjoy learning in groups more.")

Q: *Apa perbedaan yang kamu rasakan antara menggunakan strategi read aloud (mendengarkan penjelasan guru) dan collaborative social reasoning?"* ("What difference do you feel between using the read-aloud (listening to the teacher's explanation) and collaborative social reasoning strategies?")

A: "*Kalau hanya mendengarkan penjelasan guru, saya sering mengantuk dan bosan. Tetapi dalam kelompok, ada tuntutan untuk berpartisipasi aktif dalam diskusi*" ("When I only listen to the teacher's explanation, I often get sleepy and bored. But in groups, there is a demand to actively participate in discussions.")

Q: *"Apakah strategi ini membuat kamu lebih mudah memahami materi yang diajarkan?"* ("Does this strategy make it easier for you to understand the material taught?")

A: "*Iya. Kami akan lebih mudah memahami materi dengan aktif dan mencari tahu*" ("Yes. We will understand the material more easily by being active and finding out.")

Q: "*Apakah ada yang ingin Anda sampaikan terkait dengan strategi diskusi kelompok kecil yang belum dibahas?"* ("Do you have anything

you want to say related to the small group discussion strategy that hasn't been discussed?")

A: "*Saya lebih suka belajar dalam kelompok. Pembelajaran tidak monoton dan lebih banyak praktik daripada teori*" ("I prefer to learn in groups. Learning is not monotonous and there is more practice than theory.")

Interview with Maydiza Amanda (MA)

Q: "*Setelah Anda mengikuti pembelajaran dengan berkelompok, apa pendapat Anda tentang strategi diskusi kelompok kecil?*" ("After you participated in the group learning method, what do you think about the small group discussion strategy?")

A: "*Small group discussion adalah belajar secara berkelompok untuk mendiskusikan suatu masalah*" ("Small group discussion is learning in groups to discuss a problem.")

Q: "*Perbedaan apa yang Anda rasakan setelah menggunakan strategi diskusi kelompok kecil?*" ("What difference do you feel after using the small group discussion strategy?")

A: "*Belajar dengan berkelompom menambah semangat saya untuk mengeksplorasi hal-hal baru. Seperti kemarin saat berkelompok, saya merasa senang ketika bisa menemukan solusi dari permasalahan kelompok kita.*" ("Learning in groups increases my enthusiasm to explore new things. Like yesterday when in a group, I felt happy when I could find a solution to our group problem.")

Q: "*Hambatan apa yang kamu alami selama guru mengajar dengan menggunakan strategi small group discussion?*" ("Are there any obstacles that you experience when the teacher applies the small group discussion learning method? If so, what were they?")

A: "*Setiap metode pembelajaran pasti ada kelebihan dan kelemahannya. Kelemahan metode pembelajaran kelompok menurut saya, kita sulit membatasi hal-hal yang tidak berhubungan dengan pelajaran*" ("Every learning method must have its advantages and disadvantages. Weaknesses of the group learning method, I think we find it difficult to limit things that are not related to the lesson.")

Q: *Apa perbedaan yang kamu rasakan antara menggunakan strategi read aloud (mendengarkan penjelasan guru) dan collaborative social reasoning?"* ("What difference do you feel between using the read-aloud (listening to the teacher's explanation) and collaborative social reasoning strategies?")

A: "*Perbedaannya adalah saya merasa lebih bersemangat dalam belajar karena kita dituntut untuk aktif. ketika menggunakan metode Read Aloud, terkadang saya malas mendengarkan penjelasan guru karena bahasanya yang sulit saya pahami.*" ("The difference is that I feel more enthusiastic in learning because we are required to be active. when using the Read Aloud method, sometimes I am lazy to listen to the teacher's explanation because the language is difficult for me to understand.")

Q: *"Apakah strategi ini membuat kamu lebih mudah memahami materi yang diajarkan?"* ("Does this strategy make it easier for you to understand the material taught?")

A: "*Tentu saja. Saya merasa lebih mudah memahami kosakata yang tidak dikenal dengan mencarinya di kamus dan berdiskusi dengan teman*" ("Of course. I find it easier to understand unfamiliar vocabulary by looking it up in the dictionary and discussing with friends.")

Q: *"Apakah ada yang ingin Anda sampaikan terkait dengan strategi diskusi kelompok kecil yang belum dibahas?"* ("Do you have anything you want to say related to the small group discussion strategy that hasn't been discussed?")

A: *"Saya sangat senang dengan metode pembelajaran seperti ini karena kita tidak terikat dengan guru secara langsung dan bebas bertukar pikiran dengan teman-teman"* ("I am very happy with this kind of learning method because we are not tied to the teacher directly and are free to exchange ideas with friends.")

Interview with Rifki Apriansyah (RA)

Q: *"Setelah Anda mengikuti pembelajaran dengan berkelompok, apa pendapat Anda tentang strategi diskusi kelompok kecil?" ("*After you participated in the group learning method, what do you think about the small group discussion strategy?")

A: "*Belajar yang dilakukan oleh 4 orang secara berkelompok untuk mencari jawaban dari soal yang diberikan guru.*" ("Learning that is done by 4 people in groups to find answers to questions given by the teacher.")

Q: "*Perbedaan apa yang Anda rasakan setelah menggunakan strategi diskusi kelompok kecil?*" ("What difference do you feel after using the small group discussion strategy?")

A: "*Perubahan yang saya rasakan dengan belajar kelompok adalah merasa lebih enjoy. walaupun santai tapi kita juga dituntut aktif untuk memecahkan masalah dengan berdisksusi.*" ("The change I feel with group learning is that I enjoy it more. Although it is relaxed, we are also required to be active in solving problems by discussing.")

Q: "*Hambatan apa yang kamu alami selama guru mengajar dengan menggunakan strategi small group discussion?*" ("Are there any obstacles that you experience when the teacher applies the small group discussion learning method? If so, what were they?")

A: "*Kendalanya ketika berkelompok terkadang ada salah satu teman yang tidak mau ikut mengerjakan*" ("The obstacle is that when in groups sometimes there is one friend who doesn't want to do the work.")

Q: "*Apa perbedaan yang kamu rasakan antara menggunakan strategi read aloud (mendengarkan penjelasan guru) dan collaborative social reasoning?*" ("What difference do you feel between using the read-aloud (listening to the teacher's explanation) and collaborative social reasoning strategies?")

A: "*Perbedaan antara belajar dengan kelompok dan hanya mendengarkan guru adalah ketika belajar dengan berkelompok siswa harus aktif semua karena guru fokus mengawasi. kalau guru yang menjelaskan, guru hanya fokus dengan penjelasan dipapan tulis dan ketika siswa ada yang tidur, guru tidak terlalu memperhatikan.*" ("The difference between learning with groups and just listening to the teacher is that when learning with groups students must be active because the teacher focuses on supervising. if the teacher explains, the teacher only focuses on the explanation on the blackboard and when there are students who sleep, the teacher does not pay much attention.")

Q: *"Apakah strategi ini membuat kamu lebih mudah memahami materi yang diajarkan?"* ("Does this strategy make it easier for you to understand the material taught?")

A: *"Iya. Dengan strategi ini saya lebih paham dengan materi yang diajarkan karena kita harus melihat sendiri di buku dan mencari jawaban bersama teman-teman."* ("Yes. With this strategy, I understand the material better because we have to look at the book ourselves and look for answers with friends")

Q: *"Apakah ada yang ingin Anda sampaikan terkait dengan strategi diskusi kelompok kecil yang belum dibahas?"* ("Do you have anything you want to say related to the small group discussion strategy that hasn't been discussed?")

A: *"Sebaiknya metode ini sering diterapkan agar siswa tdak bosan."* ("This method should be applied often so that students don't get bored.")

Interview with Rafiq Rahmat (RR)

Q: *"Setelah Anda mengikuti pembelajaran dengan berkelompok, apa pendapat Anda tentang strategi diskusi kelompok kecil?"* ("After you participated in the group learning method, what do you think about the small group discussion strategy?")

A: *"Small Group discussion itu trik belajar secara berkelompok untuk mencari solusi yang tepat"* ("Small Group discussion is the trick to learning in groups to find the right solution")

Q: *"Perbedaan apa yang Anda rasakan setelah menggunakan strategi diskusi kelompok kecil?"* ("What difference do you feel after using the small group discussion strategy")

A: *"Perbedaan yang saya rasa yaitu mendapartkan hal yang baru dan tentunya lebih seru."* ("The difference that I feel is that I get new things and of course it's more exciting.")

Q: *"Hambatan apa yang kamu alami selama guru mengajar dengan menggunakan strategi small group discussion?"* ("Are there any obstacles that you experience when the teacher applies the small group discussion learning method? If so, what were they?")

A: "*Menurut saya hambatannya itu teman yang hanya mengandalkan orang lain. Tidak ikut diskusi dan hanya menunggu hasilnya.*" ("I think the obstacle is friends who only rely on others. Not participating in the discussion and just waiting for the results.")

Q: "*Apa perbedaan yang kamu rasakan antara menggunakan strategi read aloud (mendengarkan penjelasan guru) dan collaborative social reasoning?*" ("What difference do you feel between using the read-aloud (listening to the teacher's explanation) and collaborative social reasoning strategies?")

A: "*Belajar dengan hanya memperhatikan guru sangat membosankan. Kebanyakan dari kita mengantuk. Guru hanya focus ke Pelajaran tanpa memperdulikan siswa yang mengantuk. Kalau berkelompok kami tidak bisa tidur karena harus ikut diskusi dan pengawasan guru lebih ketat.*" ("Learning by just paying attention to the teacher is very boring. Most of us are sleepy. The teacher only focuses on the lesson without caring about the sleepy students. In groups we can't sleep because we have to participate in discussions and the teacher's supervision is stricter.")

Q: "*Apakah strategi ini membuat kamu lebih mudah memahami materi yang diajarkan?*" ("Does this strategy make it easier for you to understand the material taught?")

A: "*Iya. Saya jadi tertuntut untuk mencari hal-hal yang belum saya tahu dan tentunya lebih mudah untuk saya ingat*" ("Yes. It forces me to look up things that I don't know and is easier for me to remember.")

Q: "*Apakah ada yang ingin Anda sampaikan terkait dengan strategi diskusi kelompok kecil yang belum dibahas?*" ("Do you have anything you want to say related to the small group discussion strategy that hasn't been discussed?")

A: "*Menurut saya trik ini cocok untuk pemula seperti kami yang sedang belajar bahasa inggris. Kami jadi lebih mudah mengingat kosakata baru dan membuat kami tertantang.*" ("I think this trick is suitable for beginners like us who are learning English. It makes it easier to remember new vocabulary and keeps us challenged.")

Appendix 4
Questionnaire Sheet

PETUNJUK PENGISIAN ANGKET

Nama   : Riska Indraswari

No Absen : 25

Kelas   : VIII D

1. Tulislah identitas diri Anda.
2. Bacalah dengan cermat setiap pertanyaan yang diberikan, mohon berikan jawaban sesuai dengan fakta yang ada. Jawaban yang telah diberikan akan dijaga kerahasiaannya.
3. Berilah tanda centang (√) pada pilihan jawaban yang menurut anda benar.
4. Setelah angket telah selesai dikerjakan, kumpulkan kembali kepada peneliti.
5. Terima kasih atas partisipasinya.

SS   = Sangat Setuju

S   = Setuju

TS   = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Dimensi	Indikator	Pernyataan	SS	S	TS	STS
1.	Kesadaran diri	Mengidentifikasi diri	1. Saya akan marah kepada teman saya ketika pendapat saya tidak diterima.			√	
			2. Saya merasa sedih ketika pendapat saya berbeda dengan teman yang lain.			√	
			3. Saya merasa senang ketika pendapat saya diterima dan disetujui oleh orang lain.		√		
		Percaya diri	4. Saya tetap percaya diri dengan	√			

No.	Dimensi	Indikator	Pernyataan				
			pendapat saya meskipun berbeda dengan orang lain.				
			5. Saya merasa malu ketika pendapat saya berbeda dengan orang lain.		✓		
2.	Manajemen Diri	Kontrol Impuls	6. Saya akan memukul teman saya yang menolak pendapat saya				✓
			7. Saya akan kabur dari kelas ketika saya berdebat dengan teman sekelompok saya		✓		
		Disiplin diri	8. Saya akan mengerjakan tugas bagian saya yang telah dibagi oleh kelompok saya	✓			
			9. Saya akan bertanggung jawab ketika melakukan kesalahan dalam berkelompok	✓			
			10. Saya akan menegur teman saya ketia ia melakukan kesalahan	✓			
3.	Kesadaran Sosial	Empati	11. Saya akan membantu teman saya ketika ia	✓			

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			mengalami kesulitan			
			12. Saya akan menggantikan tugas teman saya ketika ia sedang berhalangan			✓
			13. Saya akan mengerjakan tugas teman saya tanpa izin		✓	
		Menghargai orang lain	14. Saya akan menerima pendapat orang lain walaupun berbeda dengan pendapat saya	✓		
			15. Saya akan tetap teguh pendirian dengan pendapat saya alaupun berbeda dengan orang lain.	✓		
4.	Kemampuan Membangun	Komunikasi	16. Saya akan banyak bicara ketika berdiskusi dengan teman	✓		
			17. Saya akan diam saja ketika teman saya meminta pendapat saya			✓
			18. Saya tidak akan memberitahu hasil pekerjaan saya pada teman sekelompok saya			✓

		Bekerja sama	19. Saya akan menunggu hasil pekerjaan teman saya tanpa ikut andil dalam pengerjaan		✓	
			20. Saya akan melakukan apapun untuk kesuksesan kelompok saya	✓		

THANK YOU ☺

Nama : Zarin Falisa Yudiawati

No Absen : 32

Kelas : 8D

1. Tulislah identitas diri Anda.
2. Bacalah dengan cermat setiap pertanyaan yang diberikan, mohon berikan jawaban sesuai dengan fakta yang ada. Jawaban yang telah diberikan akan dijaga kerahasiaannya.
3. Berilah tanda centang (√) pada pilihan jawaban yang menurut anda benar.
4. Setelah angket telah selesai dikerjakan, kumpulkan kembali kepada peneliti.
5. Terima kasih atas partisipasinya.

SS = Sangat Setuju

S = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Dimensi	Indikator	Pernyataan	SS	S	TS	STS
1.	Kesadaran diri	Mengidentifikasi diri	1. Saya akan marah kepada teman saya ketika pendapat saya tidak diterima.			√	
			2. Saya merasa sedih ketika pendapat saya berbeda dengan teman yang lain.			√	
			3. Saya merasa senang ketika pendapat saya diterima dan disetujui oleh orang lain.	√			
		Percaya diri	4. Saya tetap percaya diri dengan				

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No			Pernyataan				
			pendapat saya meskipun berbeda dengan orang lain.		✓		
			5. Saya merasa malu ketika pendapat saya berbeda dengan orang lain.		✓		
2.	Manajemen Diri	Kontrol Impuls	6. Saya akan memukul teman saya yang menolak pendapat saya			✓	
			7. Saya akan kabur dari kelas ketika saya berdebat dengan teman sekelompok saya				✓
		Disiplin diri	8. Saya akan mengerjakan tugas bagian saya yang telah dibagi oleh kelompok saya	✓			
			9. Saya akan bertanggung jawab ketika melakukan kesalahan dalam berkelompok	✓			
			10. Saya akan menegur teman saya ketia ia melakukan kesalahan	✓			
3.	Kesadaran Sosial	Empati	11. Saya akan membantu teman saya ketika ia	✓			

No	Kemampuan	Indikator	Pernyataan				
			mengalami kesulitan				
			12. Saya akan menggantikan tugas teman saya ketika ia sedang berhalangan	✓			
			13. Saya akan mengerjakan tugas teman saya tanpa izin			✓	
		Menghargai orang lain	14. Saya akan menerima pendapat orang lain walaupun berbeda dengan pendapat saya	✓			
			15. Saya akan tetap teguh pendirian dengan pendapat saya alaupun berbeda dengan orang lain.	✓			
4.	Kemampuan Membangun	Komunikasi	16. Saya akan banyak bicara ketika berdiskusi dengan teman		✓		
			17. Saya akan diam saja ketika teman saya meminta pendapat saya			✓	
			18. Saya tidak akan memberitahu hasil pekerjaan saya pada teman sekelompok saya				✓

| | Bekerja sama | 19. Saya akan menunggu hasil pekerjaan teman saya tanpa ikut andil dalam pengerjaan | | | ✓ |
| | | 20. Saya akan melakukan apapun untuk kesuksesan kelompok saya | ✓ | | |

THANK YOU 😊

PETUNJUK PENGISIAN ANGKET

Nama   : Maydiza Amanda
No Absen : 16
Kelas   : VIII D

1. Tulislah identitas diri Anda.
2. Bacalah dengan cermat setiap pertanyaan yang diberikan, mohon berikan jawaban sesuai dengan fakta yang ada. Jawaban yang telah diberikan akan dijaga kerahasiaannya.
3. Berilah tanda centang (√) pada pilihan jawaban yang menurut anda benar.
4. Setelah angket telah selesai dikerjakan, kumpulkan kembali kepada peneliti.
5. Terima kasih atas partisipasinya.

SS = Sangat Setuju
S   = Setuju
TS = Tidak Setuju
STS = Sangat Tidak Setuju

No.	Dimensi	Indikator	Pernyataan	SS	S	TS	STS
1.	Kesadaran diri	Mengidentifikasi diri	1. Saya akan marah kepada teman saya ketika pendapat saya tidak diterima.			√	
			2. Saya merasa sedih ketika pendapat saya berbeda dengan teman yang lain.	√			
			3. Saya merasa senang ketika pendapat saya diterima dan disetujui oleh orang lain.	√			
		Percaya diri	4. Saya tetap percaya diri dengan		√		

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No	Aspek	Indikator	Pernyataan				
			pendapat saya meskipun berbeda dengan orang lain.				
			5. Saya merasa malu ketika pendapat saya berbeda dengan orang lain.			✓	
2.	Manajemen Diri	Kontrol Impuls	6. Saya akan memukul teman saya yang menolak pendapat saya				✓
			7. Saya akan kabur dari kelas ketika saya berdebat dengan teman sekelompok saya		✓		
		Disiplin diri	8. Saya akan mengerjakan tugas bagian saya yang telah dibagi oleh kelompok saya	✓			
			9. Saya akan bertanggung jawab ketika melakukan kesalahan dalam berkelompok	✓			
			10. Saya akan menegur teman saya ketia ia melakukan kesalahan		✓		
3.	Kesadaran Sosial	Empati	11. Saya akan membantu teman saya ketika ia	✓			

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			mengalami kesulitan			
			12. Saya akan menggantikan tugas teman saya ketika ia sedang berhalangan	✓		
			13. Saya akan mengerjakan tugas teman saya tanpa izin			✓
		Menghargai orang lain	14. Saya akan menerima pendapat orang lain walaupun berbeda dengan pendapat saya	✓		
			15. Saya akan tetap teguh pendirian dengan pendapat saya alaupun berbeda dengan orang lain.	✓		
4.	Kemampuan Membangun	Komunikasi	16. Saya akan banyak bicara ketika berdiskusi dengan teman	✓		
			17. Saya akan diam saja ketika teman saya meminta pendapat saya		✓	
			18. Saya tidak akan memberitahu hasil pekerjaan saya pada teman sekelompok saya			✓

| Bekerja sama | 19. Saya akan menunggu hasil pekerjaan teman saya tanpa ikut andil dalam pengerjaan | | · | ✓ | |
| | 20. Saya akan melakukan apapun untuk kesuksesan kelompok saya | ✓ | | | |

THANK YOU 😊

Nama : Nesya putri R

No Absen : 10

Kelas : VIII D/10

1. Tulislah identitas diri Anda.
2. Bacalah dengan cermat setiap pertanyaan yang diberikan, mohon berikan jawaban sesuai dengan fakta yang ada. Jawaban yang telah diberikan akan dijaga kerahasiaannya.
3. Berilah tanda centang (√) pada pilihan jawaban yang menurut anda benar.
4. Setelah angket telah selesai dikerjakan, kumpulkan kembali kepada peneliti.
5. Terima kasih atas partisipasinya.

SS = Sangat Setuju

S = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Dimensi	Indikator	Pernyataan	SS	S	TS	STS
1.	Kesadaran diri	Mengidentifikasi diri	1. Saya akan marah kepada teman saya ketika pendapat saya tidak diterima.				√
			2. Saya merasa sedih ketika pendapat saya berbeda dengan teman yang lain.		√		
			3. Saya merasa senang ketika pendapat saya diterima dan disetujui oleh orang lain.	√			
		Percaya diri	4. Saya tetap percaya diri dengan				

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			pendapat saya meskipun berbeda dengan orang lain.	✓			
			5. Saya merasa malu ketika pendapat saya berbeda dengan orang lain.			✓	
2.	Manajemen Diri	Kontrol Impuls	6. Saya akan memukul teman saya yang menolak pendapat saya				✓
			7. Saya akan kabur dari kelas ketika saya berdebat dengan teman sekelompok saya				✓
		Disiplin diri	8. Saya akan mengerjakan tugas bagian saya yang telah dibagi oleh kelompok saya	✓			
			9. Saya akan bertanggung jawab ketika melakukan kesalahan dalam berkelompok	✓			
			10. Saya akan menegur teman saya ketia ia melakukan kesalahan		✓		
3.	Kesadaran Sosial	Empati	11. Saya akan membantu teman saya ketika ia				

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			mengalami kesulitan	✓			
			12. Saya akan menggantikan tugas teman saya ketika ia sedang berhalangan	✓			
			13. Saya akan mengerjakan tugas teman saya tanpa izin				✓
		Menghargai orang lain	14. Saya akan menerima pendapat orang lain walaupun berbeda dengan pendapat saya	✓			
			15. Saya akan tetap teguh pendirian dengan pendapat saya alaupun berbeda dengan orang lain.				✓
4.	Kemampuan Membangun	Komunikasi	16. Saya akan banyak bicara ketika berdiskusi dengan teman				✓
			17. Saya akan diam saja ketika teman saya meminta pendapat saya				✓
			18. Saya tidak akan memberitahu hasil pekerjaan saya pada teman sekelompok saya				✓

| | | Bekerja sama | 19. Saya akan menunggu hasil pekerjaan teman saya tanpa ikut andil dalam pengerjaan | | | | ✓ |
| | | | 20. Saya akan melakukan apapun untuk kesuksesan kelompok saya | ✓ | | | |

THANK YOU 😊

Nama   : Amaya

No Absen : 5

Kelas   : 8D

1. Tulislah identitas diri Anda.
2. Bacalah dengan cermat setiap pertanyaan yang diberikan, mohon berikan jawaban sesuai dengan fakta yang ada. Jawaban yang telah diberikan akan dijaga kerahasiaannya.
3. Berilah tanda centang (√) pada pilihan jawaban yang menurut anda benar.
4. Setelah angket telah selesai dikerjakan, kumpulkan kembali kepada peneliti.
5. Terima kasih atas partisipasinya.

SS = Sangat Setuju

S   = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Dimensi	Indikator	Pernyataan	SS	S	TS	STS
1.	Kesadaran diri	Mengidentifikasi diri	1. Saya akan marah kepada teman saya ketika pendapat saya tidak diterima.				✓
			2. Saya merasa sedih ketika pendapat saya berbeda dengan teman yang lain.				✓
			3. Saya merasa senang ketika pendapat saya diterima dan disetujui oleh orang lain.		✓		
		Percaya diri	4. Saya tetap percaya diri dengan		✓		

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No.							
			pendapat saya meskipun berbeda dengan orang lain.				
			5. Saya merasa malu ketika pendapat saya berbeda dengan orang lain.				✓
2.	Manajemen Diri	Kontrol Impuls	6. Saya akan memukul teman saya yang menolak pendapat saya				✓
			7. Saya akan kabur dari kelas ketika saya berdebat dengan teman sekelompok saya		➔		✓
		Disiplin diri	8. Saya akan mengerjakan tugas bagian saya yang telah dibagi oleh kelompok saya	✓			
			9. Saya akan bertanggung jawab ketika melakukan kesalahan dalam berkelompok		✓		
			10. Saya akan menegur teman saya ketia ia melakukan kesalahan			✓	
3.	Kesadaran Sosial	Empati	11. Saya akan membantu teman saya ketika ia		✓		

No.		Menghargai orang lain / Komunikasi					
			mengalami kesulitan				
			12. Saya akan menggantikan tugas teman saya ketika ia sedang berhalangan		✓		
			13. Saya akan mengerjakan tugas teman saya tanpa izin				✓
		Menghargai orang lain	14. Saya akan menerima pendapat orang lain walaupun berbeda dengan pendapat saya	✓			
			15. Saya akan tetap teguh pendirian dengan pendapat saya alaupun berbeda dengan orang lain.		✓		
4.	Kemampuan Membangun	Komunikasi	16. Saya akan banyak bicara ketika berdiskusi dengan teman		✓		
			17. Saya akan diam saja ketika teman saya meminta pendapai saya		✓		
			18. Saya tidak akan memberitahu hasil pekerjaan saya pada teman sekelompok saya				✓

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| | | Bekerja sama | 19. Saya akan menunggu hasil pekerjaan teman saya tanpa ikut andil dalam pengerjaan | | | ✓ |
| | | | 20. Saya akan melakukan apapun untuk kesuksesan kelompok saya | ✓ | | |

THANK YOU ☺

Nama : Refiq Rahmat F

No Absen : 20

Kelas : 8D

1. Tulislah identitas diri Anda.
2. Bacalah dengan cermat setiap pertanyaan yang diberikan, mohon berikan jawaban sesuai dengan fakta yang ada. Jawaban yang telah diberikan akan dijaga kerahasiaannya.
3. Berilah tanda centang (√) pada pilihan jawaban yang menurut anda benar.
4. Setelah angket telah selesai dikerjakan, kumpulkan kembali kepada peneliti.
5. Terima kasih atas partisipasinya.

SS = Sangat Setuju

S = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Dimensi	Indikator	Pernyataan	SS	S	TS	STS
1.	Kesadaran diri	Mengidentifikasi diri	1. Saya akan marah kepada teman saya ketika pendapat saya tidak diterima.			√	
			2. Saya merasa sedih ketika pendapat saya berbeda dengan teman yang lain.			√	
			3. Saya merasa senang ketika pendapat saya diterima dan disetujui oleh orang lain.		√		
		Percaya diri	4. Saya tetap percaya diri dengan				

No	Aspek	Indikator	Pernyataan			
			pendapat saya meskipun berbeda dengan orang lain.	✓		
			5. Saya merasa malu ketika pendapat saya berbeda dengan orang lain.		✓	
2.	Manajemen Diri	Kontrol Impuls	6. Saya akan memukul teman saya yang menolak pendapat saya		✓	
			7. Saya akan kabur dari kelas ketika saya berdebat dengan teman sekelompok saya		✓	
		Disiplin diri	8. Saya akan mengerjakan tugas bagian saya yang telah dibagi oleh kelompok saya	✓		
			9. Saya akan bertanggung jawab ketika melakukan kesalahan dalam berkelompok		✓	
			10. Saya akan menegur teman saya ketia ia melakukan kesalahan	✓		
3.	Kesadaran Sosial	Empati	11. Saya akan membantu teman saya ketika ia	✓		

		mengalami kesulitan					
		12. Saya akan menggantikan tugas teman saya ketika ia sedang berhalangan			✓		
		13. Saya akan mengerjakan tugas teman saya tanpa izin			✓		
	Menghargai orang lain	14. Saya akan menerima pendapat orang lain walaupun berbeda dengan pendapat saya	✓				
		15. Saya akan tetap teguh pendirian dengan pendapat saya alaupun berbeda dengan orang lain.	✓				
4.	Kemampuan Membangun	Komunikasi	16. Saya akan banyak bicara ketika berdiskusi dengan teman	✓				
			17. Saya akan diam saja ketika teman saya meminta pendapat saya		✓			
			18. Saya tidak akan memberitahu hasil pekerjaan saya pada teman sekelompok saya			✓		

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| | Bekerja sama | 19. Saya akan menunggu hasil pekerjaan teman saya tanpa ikut andil dalam pengerjaan | | | ✓ |
| | | 20. Saya akan melakukan apapun untuk kesuksesan kelompok saya | | ✓ | |

THANK YOU 😊

Nama : Erwin Saputra R

No Absen : Og

Kelas : VIII D

1. Tulislah identitas diri Anda.
2. Bacalah dengan cermat setiap pertanyaan yang diberikan, mohon berikan jawaban sesuai dengan fakta yang ada. Jawaban yang telah diberikan akan dijaga kerahasiaannya.
3. Berilah tanda centang (√) pada pilihan jawaban yang menurut anda benar.
4. Setelah angket telah selesai dikerjakan, kumpulkan kembali kepada peneliti.
5. Terima kasih atas partisipasinya.

SS = Sangat Setuju

S = Setuju

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Dimensi	Indikator	Pernyataan	SS	S	TS	STS
1.	Kesadaran diri	Mengidentifikasi diri	1. Saya akan marah kepada teman saya ketika pendapat saya tidak diterima.			√	
			2. Saya merasa sedih ketika pendapat saya berbeda dengan teman yang lain.			√	
			3. Saya merasa senang ketika pendapat saya diterima dan disetujui oleh orang lain.		√		
		Percaya diri	4. Saya tetap percaya diri dengan		√		

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No			Pernyataan				
			pendapat saya seandainya berbeda dengan orang lain				
			5. Saya merasa malu ketika pendapat saya berbeda dengan orang lain		✓		
2	Manajemen Diri	Kontrol Impuls	6. Saya akan memukul teman saya yang menolak pendapat saya				✓
			7. Saya akan kabur dari kelas ketika saya berdebat dengan teman sekelompok saya				✓
		Disiplin diri	8. Saya akan mengerjakan tugas bagian saya yang telah dibagi oleh kelompok saya	✓			
			9. Saya akan bertanggung jawab ketika melakukan kesalahan dalam berkelompok	✓			
			10. Saya akan menegur teman saya ketika ia melakukan kesalahan			✓	
3	Kesadaran Sosial	Empati	11. Saya akan membantu teman saya ketika ia			✓	

No.							
			mengalami kesulitan				
			12. Saya akan menggantikan tugas teman saya ketika ia sedang berhalangan		✓		
			13. Saya akan mengerjakan tugas teman saya tanpa izin			·	✓
		Menghargai orang lain	14. Saya akan menerima pendapat orang lain walaupun berbeda dengan pendapat saya	✓			
			15. Saya akan tetap teguh pendirian dengan pendapat saya alaupun berbeda dengan orang lain.		✓		
4.	Kemampuan Membangun	Komunikasi	16. Saya akan banyak bicara ketika berdiskusi dengan teman			✓	
			17. Saya akan diam saja ketika teman saya meminta pendapat saya			✓	
			18. Saya tidak akan memberitahu hasil pekerjaan saya pada teman sekelompok saya			· ✓	

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| | | Bekerja sama | 19. Saya akan menunggu hasil pekerjaan teman saya tanpa ikut andil dalam pengerjaan | | | ✓ |
| | | | 20. Saya akan melakukan apapun untuk kesuksesan kelompok saya | | ✓ | |

THANK YOU 😊

Nama   : Kheisa Asyha Istiqhomah

No Absen : 14

Kelas   : VIII D / 80

1. Tulislah identitas diri Anda.
2. Bacalah dengan cermat setiap pertanyaan yang diberikan, mohon berikan jawaban sesuai dengan fakta yang ada. Jawaban yang telah diberikan akan dijaga kerahasiaannya.
3. Berilah tanda centang (√) pada pilihan jawaban yang menurut anda benar.
4. Setelah angket telah selesai dikerjakan, kumpulkan kembali kepada peneliti.
5. Terima kasih atas partisipasinya.

SS   = Sangat Setuju

S   = Setuju

TS   = Tidak Setuju

STS = Sangat Tidak Setuju

No.	Dimensi	Indikator	Pernyataan	SS	S	TS	STS
1.	Kesadaran diri	Mengidentifikasi diri	1. Saya akan marah kepada teman saya ketika pendapat saya tidak diterima.			√	
			2. Saya merasa sedih ketika pendapat saya berbeda dengan teman yang lain.			√	
			3. Saya merasa senang ketika pendapat saya diterima dan disetujui oleh orang lain.	√			
		Percaya diri	4. Saya tetap percaya diri dengan	√			

No	Aspek	Indikator	Pernyataan				
			pendapat saya meskipun berbeda dengan orang lain.				
			5. Saya merasa malu ketika pendapat saya berbeda dengan orang lain.			✓	
2.	Manajemen Diri	Kontrol Impuls	6. Saya akan memukul teman saya yang menolak pendapat saya				✓
			7. Saya akan kabur dari kelas ketika saya berdebat dengan teman sekelompok saya				✓
		Disiplin diri	8. Saya akan mengerjakan tugas bagian saya yang telah dibagi oleh kelompok saya	✓			
			9. Saya akan bertanggung jawab ketika melakukan kesalahan dalam berkelompok	✓			
			10. Saya akan menegur teman saya ketia ia melakukan kesalahan		✓		
3.	Kesadaran Sosial	Empati	11. Saya akan membantu teman saya ketika ia		✓		

No.	Aspek	Sub-aspek	Pernyataan				
			mengalami kesulitan				
			12. Saya akan menggantikan tugas teman saya ketika ia sedang berhalangan			✓	
			13. Saya akan mengerjakan tugas teman saya tanpa izin				✓
		Menghargai orang lain	14. Saya akan menerima pendapat orang lain walaupun berbeda dengan pendapat saya	✓			
			15. Saya akan tetap teguh pendirian dengan pendapat saya alaupun berbeda dengan orang lain.		✓		
4.	Kemampuan Membangun	Komunikasi	16. Saya akan banyak bicara ketika berdiskusi dengan teman			✓	
			17. Saya akan diam saja ketika teman saya meminta pendapat saya				✓
			18. Saya tidak akan memberitahu hasil pekerjaan saya pada teman sekelompok saya			✓	

| | Bekerja sama | 19. Saya akan menunggu hasil pekerjaan teman saya tanpa ikut andil dalam pengerjaan | | ✓ | |
| | | 20. Saya akan melakukan apapun untuk kesuksesan kelompok saya | ✓ | | |

THANK YOU 😊

Appendix 5

Questionnaire recapitulation results

Res.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	Score
AZ	4	4	3	4	3	4	4	4	3	3	3	3	4	3	2	3	4	4	4	3	69
AWP	3	3	4	3	3	4	3	3	3	4	3	3	3	3	3	2	4	3	4	3	64
AFG	3	4	3	4	4	4	4	4	3	3	4	4	2	4	2	3	3	3	4	4	69
ARA	4	4	3	3	4	4	4	4	3	2	3	3	4	4	3	3	2	4	4	3	68
CVT	3	2	1	3	3	4	3	3	3	4	4	3	2	3	3	3	3	3	3	3	59
DAS	4	4	3	4	4	4	4	4	3	3	3	3	4	3	3	3	4	4	4	3	71
DDA	3	3	3	4	3	4	4	4	4	3	3	2	4	4	3	2	4	3	3	3	66
ESR	3	3	3	3	3	4	3	4	4	4	4	3	3	4	4	2	3	3	3	4	67
FA	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	2	3	3	3	3	59
FME	3	3	3	2	3	4	3	2	3	3	3	2	3	3	2	2	3	3	3	3	56
JAR	4	3	3	3	3	4	4	3	3	4	3	3	3	3	3	3	3	3	3	4	65
KAM	3	3	4	3	2	4	3	3	3	3	4	2	3	3	3	2	3	3	3	3	60
KAI	3	3	4	4	3	4	4	4	4	3	3	3	4	4	3	2	3	3	4	3	68
MAA	3	3	4	4	3	4	4	4	4	3	4	3	4	4	3	3	4	3	4	4	72
MAS	3	1	4	3	3	4	2	4	4	3	4	3	4	4	4	3	3	4	3	4	67
MK	3	2	4	3	3	4	3	4	3	3	3	3	4	2	3	2	4	2	3	3	61

N P R	4	2	4	4	3	4	4	4	4	3	4	4	4	4	1	1	4	4	4	4	**70**
P D K	3	3	3	3	3	3	3	3	4	3	4	3	3	3	3	3	3	3	4	3	**63**
R R F	3	3	3	4	3	3	3	3	2	3	4	3	3	4	4	4	2	3	4	3	**64**
R A P	3	3	4	3	3	3	3	4	4	4	4	3	3	3	4	3	3	3	4	4	**68**
R A	3	3	4	3	3	4	3	3	4	3	4	3	3	4	3	3	3	4	3	4	**67**
R	3	3	3	3	3	3	3	3	3	3	3	1	4	4	3	1	3	3	3	2	**57**
RI	3	3	3	4	3	4	3	3	3	3	4	1	3	3	3	3	3	3	3	3	**61**
R A	3	3	4	2	3	3	3	3	3	3	4	2	3	4	2	3	2	3	3	3	**59**
S K R	3	3	3	3	3	4	4	3	3	3	3	2	3	3	3	2	3	3	3	2	**59**
S P	4	3	3	3	3	4	4	3	4	3	3	2	3	4	4	1	3	1	3	3	**61**
S H	4	3	4	3	3	4	3	2	4	3	4	3	3	3	3	3	3	3	3	3	**64**
V P	3	3	4	4	3	4	4	4	4	3	3	2	4	4	3	2	4	3	3	3	**67**
V C P	3	2	4	3	3	4	3	3	3	3	3	2	3	3	3	3	3	2	2	3	**58**
Z F Y	3	3	4	3	2	3	4	4	4	4	4	4	3	4	4	3	3	4	4	4	**71**
Total																					**1930**

Appendix 6

Observation of the learning process in class VIII D

Appendix 7

Filling out Questionnaire in class VIII D

CURRICULUM VITAE

A. Personal Identity
1. Complete Name : Farisa Setya Nastiti
2. Place and Date of Birth : Kulon Progo, August 18th 2001
3. Original Address : Dukuh, Rt 9/Rw 5, Sindutan
    Temon, Kulon Progo, Yogyakarta
4. Mobile Phone Number : 085726579351
5. E-mail : farisasetya18@gmail.com

B. Educational Background
- Formal
    1. RA Masyitoh 1 Sindutan   (2006 - 2007)
    2. MIN Sindutan   (2007 - 2013)
    3. MTs Al-Ma'had An-Nur Bantul   (2013 - 2016)
    4. MA Al-Ma'had An-Nur Bantul   (2016 - 2019)
    5. UIN Walisongo Semarang   (2019 - present)
- Non – Formal
    1. Madrasah Diniyah Faqih   (2007-2013)
    2. PP. An-Nur Bantul   (2013 - 2019)
    3. Madrasah Diniyah Al-Furqan   (2013 - 2019)
    4. PP. Al-Hikmah Tugurejo   (2019 - present)

Semarang, 31 August 2023

The Researcher,

Farisa Setya Nastiti
1903046051