



Implementation Of Cooperative Learning Method Type Jigsaw For Improving Skill Of Speaking English Of Cadet At Barombong Maritime Polytechnic Makassar

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ABSTRACT

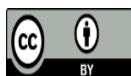
The purpose of this study is to know the effectiveness of implementation of cooperative learning method type jigsaw to improve skill of speaking English of cadet at Barombong Maritime Polytechnic (Politeknik Pelayaran Barombong) through a class action research (penelitian Tindakan kelas) during 3 cycles. Based on the result of research, researcher is able to conclude that implementing cooperative learning method type Jigsaw effectively improving skill of speaking English. This can be seen from scoring result in every cycle getting higher. The score in cycle II is higher than score in cycle I, while the score in cycle III is higher than score in cycle II. Finally, researcher is able to state "If cooperative learning method type Jigsaw is implemented in English class, the skill of speaking English of student will be improved".

ABSTRACT

Tujuan dari penelitian ini adalah untuk mengetahui keefektifan implementasi metode pembelajaran kooperatif tipe Jigsaw untuk meningkatkan kemampuan berbicara Bahasa Inggris taruna di Politeknik Pelayaran Barombong (Poltekpel Barombong) melalui penelitian tindakan kelas (PTK) sebanyak 3 siklus.

Berdasarkan hasil pengambilan data pada penelitian, diperoleh hasil bahwa hasil setiap siklus mengalami kenaikan. Pada siklus II diperoleh nilai lebih besar dari siklus I, begitu juga pada siklus III diperoleh nilai lebih besar dari siklus II.

Pada akhirnya, peneliti bisa menyimpulkan bahwa "Apabila metode pembelajaran kooperatif tipe Jigsaw diterapkan pada pembelajaran Bahasa Inggris, maka kemampuan berbicara Bahasa Inggris taruna akan meningkat".



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Introduction

A. Background

Politeknik Pelayaran (POLTEKPEL) Barombong is a maritime polytechnic established in 28th June 1980 which is named Balai Pendidikan dan Latihan Pelayaran Dasar (BPLPD) firstly. It was intended for training sailor candidates with basic competency. BPLPD transformed into Barombong Maritime Polytechnic in 2019 offering three programs, Nautical, Ship Engineering, Port and Shipping Management. Those three programs can be reached in three years or six semesters studying process, four semesters by studying in campus and two semesters by practicing on boardship. The student will get Diploma Three (A.Md) title after completing all semester and passing competency examination conducted by Sea Transportation General Direktorat through seafarers competency assessing board or DPKP.

As a new Polytechnic, Barombong Maritime Polytechnic have done many ways to make it can be competed with other maritime polytechnics in Indonesia. The ways are improving human resources of lecturers, developing learning syllabus, completing learning facilities. Improving human resources of lecture refers to challenging them to find proper learning methodes. Proper learning methodes can effectively creates good result for student especially new students.

As candidate of sailor, students of Barombong Maritime Polytechnic have wide chance to go abroad by sailing on international shipping route. It needs a good skill of communication. Mastering English as a global international language well is a correct way in communication. English is a foreign language for Indonesia students, so it can give a big enough obstacle in learning it. They have to learn hardly to master English both written or orally. Speaking English fluently for Indonesia student

is a big challenge because there are only some schools use English in learning process and most Indonesian people use Bahasa Indonesia more than use English. Less confidence of speaking English is the most frequently problem faced at students including in Barombong Maritime Polytechnic. Less confidence also causes speaking unfluently and downing the learning result.

As a teacher, the explanation above becomes a burden of how to make students mastering English easily and able to speaking fluently. Researcher has been applying communicative teaching method in English class actually, but here researcher would like to try to know the effectiveness of teaching English for improving speaking skill and learning result by using other method. The method is cooperative learning method type jigsaw. A method that teacher will teach students in pair or group, and each group member gets different thing as assignment. Based on the explanation above, writer is interested to make a research titled **“Implementation cooperative learning method type jigsaw for improving skill of speaking English of cadet at Barombong Maritime Polytechnic Makassar”**.

Description

Suryabrata (1994:60) states that problem is a gap between the expectation and the real, between the need and the available, between the should be and the existing. Based on the introduction above, writer states that the problem statement is :

“How implementation the cooperative learning method type jigsaw in English class toward speaking skill of cadet at Barombong Maritime Polytechnic is.”

The objective of research is: Knowing the effectiveness of implementation of cooperative learning method type jigsaw to improve skill of speaking English of cadet

The significance of research are the following;

1. Assisting improvement of student skill in speaking English;
2. Adding references for teachers and students in teaching and learning process using cooperative learning method.

The scope of research is to recognize the effectiveness of teaching using cooperative learning method type jigsaw toward improvement of skill of speaking English in English class at Barombong Maritime Polytechnic.

Literature Review

A. Cooperative Learning Model

David dan Roger Johnson (1999:58) defined that Cooperative Learning is a teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. It shows us clearly that cooperative learning implemented by grouping students into small groups with different level of student in it.

David & Johnson also said principles of cooperative learning model. They are as follow:

1. Positive interdependence
Each member of group has positive interdependence with other member in doing assignment
2. Individual accountability
Each member of group has accountability or responsibility in doing his responsibility
3. Face to face interaction
In doing a task, all members of group are forced to interact face to face
4. Social skill
Each member of group is challenging to work together in team
5. Group processing

In cooperative learning model all students will learn in a group and each member of group will get different task

While *Asep Gojwan* stated that cooperative learning atau cooperative learning model is a learning strategy emphasizing student collaborative activity of learning in small group to reach a same goal by using various learning activities to improve student skill in understanding learning material and solving problem collectively. In this learning method students do not only learn a topic or material together but also assist each other to reach learning goal. Cooperative learning uses cooperation phenomena in learning emphasizing appearance of correlation between one student and other student, appearance of democratic attitude, and growth of student learning productivity.

Tukiran Taniredja friends mentioned cooperative learning model has characteristics as follow:

1. Learning activity is conducted in a small team
2. There is a face to face interaction during learning process
3. Students listen to opinion of group member
4. Student can learn from other group member
5. Students learn in small group or team
6. Every student has opportunity to deliver own opinion
7. Stating decision depends to the student himself
8. Every student is challenged to be active in learning process

B. Cooperative Learning Model Type Jigsaw

Cooperative learning model type jigsaw is learning process which its main activity is learning together in a small team. The essence of

implementing cooperative learning model type jigsaw is located in individual responsibility and responsibility of group, so every member of group has interdependence attitude more than competition spirit. A class implementing cooperative learning model type jigsaw is called as jigsaw class. The Jigsaw classes a research-based cooperative learning technique invented and developed in the early 1970s by Elliot Aronson and his students at the University of Texas and the University of California. Since 1971, thousands of classrooms have used jigsaw with great success.

Cooperative Learning model type Jigsaw is similar with Collaborative Learning, a learning model which its effectiveness proposed by Flynn. This learning model emphasized how important cooperative more than competition and interdependence (Asrori:2005).

A teacher implementing Cooperative Learning model type Jigsaw will organize the class into some groups, and every group has 4 – 5 member. Every member has different responsibility or task. Here are the steps of implementing cooperative learning model type jigsaw:

1. Divide students into 5- or 6-person jigsaw groups
The groups should be diverse in terms of gender, ethnicity, race, and ability.
2. Appoint one student from each group as the leader.
Initially, this person should be the most mature student in the group.
3. Divide the day's lesson into 5-6 segments.
For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death
4. Assign each student to learn one segmen

Make sure students have direct access only to their own segment.

5. Give students time to read over their segment at least twice and become familiar with it.
There is no need for them to memorize it.
6. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment
Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group
7. Bring the students back into their jigsaw groups
8. Ask each student to present her or his segment to the group
Encourage others in the group to ask questions for clarification.
9. Float from group to group, observing the process
If any group is having trouble (for example; a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.
10. At the end of the session, give a quiz on the mate
Students quickly come to realize that these sessions are not just fun and games but really count.

C. Speaking Skill

Clark and Clark said that Speaking skills theory is an instrument act where talks will affect listener. Learning of speaking can be begun by training skill of talks in foreign language. This skill of talks includes in expression used in teaching speaking in English.

While *Tarigan (1990:3-4)* stated that speaking is skill of using language developed in the life of child. Speaking skill is gotten

through skill of listening. The success of learning and applying languages including English in speaking is influenced by many factors:

1. Spirit to master English
Student with good spirit will learn how to master English hard both speaking and writing.
2. Consistency of learning
Student needs consistency of learning English, example memorizing some words everyday regularly, practicing English in conversation everyday.
3. Support of learning media
Learning media can be English books, dictionary, internet. Those media can help student in getting more vocabulary or improving the listening skill.
4. Guide of teacher
Support of learning English is not only gotten from media but also from teacher who assists student to improve English through how to build correct sentence.

D. Hypothesis

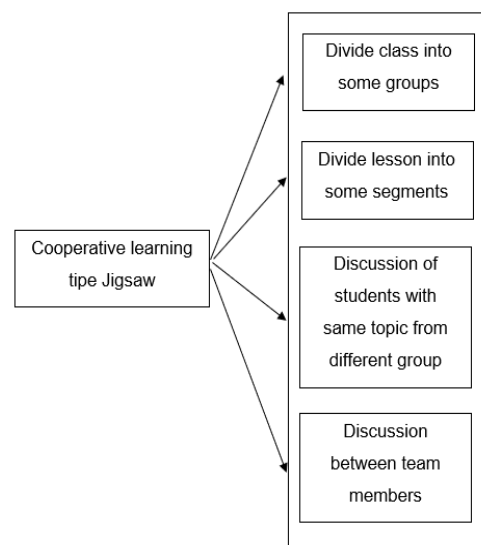
The hypothesis of the research is :“If cooperative learning method type Jigsaw is applied in English class, the skill of speaking English of cadet will improve”.

E. Relevan Research

1. **Model pembelajaran kooperatif Jigsaw untuk meningkatkan hasil belajar (Tenses) mahasiswa DKV Unindra** oleh Fitria Iswari, Program Studi Desain Komunikasi Visula, Universitas Indraprasta PGRI, 2020.
2. **Pengaruh pendekatan kooperatif tipe Jigsaw dalam pembelajaran Bahasa Inggris terhadap prestasi belajar menulis ditinjau dari bakat verbal siswa SMP negeri 2 Amlapura** oleh I A Puspa Adhi, Program Studi Administrasi Pendidikan, Universitas Pendidikan Ganesha, 2013.

F. Framework of Theory

In cooperative learning methode type Jigsaw, all students, both with good English and poor English will be setted to participate more in the learning process because every student will get different task. Getting different task will force student to speak more. Student should will get improvement of speaking skill and automatically get better learning result in this Jigsaw class. The correlation of variables is drawn as follow :



Method Of Research

A. Research Design

The design of research is Classroom Action Research (Penelitian Tindakan Kelas) experimental which supposed to find an effective and efficient learning strategy. In this research, researcher will practice a cooperative learning methode type Jigsaw in classes as sample of population. The number of classes as sample of population are 3 classes. They are from nautical program, engineering program, and port and shipping management.

B. Place and Time of Research

The research will be conducted in Barombong Maritime Polytechnic, Jalan Permandian Alam 1 Barombong Tamalate Kota

Makassar. The place is chosen because researcher teaches in it. The low cost of research is also being the 2nd reason. The research will be conducted on July until August 2022. The object of research is cadet of Barombong Maritime Polytechnic, especially batch LXVI from 3 (three) programs.

C. Population dan Sample

1. Population

Sugiyono (1997:57) stated that population is generalization area consisting of object or subject becoming quantity and restricted characteristic determined by researcher. Population tells characteristic of research subject for taking sample. According to the definition above, the researcher states that population of this research is 1st semester cadets of Barombong Maritime Polytechnic.

Question word	Remark
What	Asking about things
When	Asking about time
Where	Asking about places
Who	Asking about people
Whom	Asking about people (object of veb)
Which	Asking about choices
Whose	Asking about possession
Why	Asking about reason
How	Asking about way/manner

2. Sample

Suharsimi Arikunto (2006 :117) said that sample is part of population. Sample of research is part of population as data resource and it can represent all population.” *Sugiyono (1997 :57)* gave definition that sample is part of number and characteristics owned by population. Sample is part of population, and it is expected to be able to be population of

research. In compiling sample needs make sampling frame. It is list of all sample elements in sampling population. This research technic is made to make the researcher gets easyness in taking data. The data is allowed to be representatitve of all population. In this sample research is 19 cadets of Engineering Class.

D. Ways of Collecting data

The following is ways of collecting data :

Researcher is going to apply the following steps:

a. Preparation;

In this step a researcher identify what obstacle or weakness mostly faced by students in learning process. The researcher have found the most frequently obstacle faced by student is building sentence, and differentiating question with the anwer “yes or no” and question with the answer “not yes or no”, so that researcher will teach cadet about how to build sentence and question using WH, and non WH to cadet for 2 meetings or 240 minutes.

- Explaining about Simple Present Tense
 This is the most commonly pattern of building sentence. Researcher is going to explain at glance about this pattern. Then, giving some vocabularies as exercise of building sentence. Lastly, practice the exercise in speaking
- WH Question
- Building question “not yes or no”
 In this way, researcher is going to teach students about how make question with “yes or no” answer as well as how to respond or understand about with “yes or no” answer.
 The explanation will be about:
 - Usage of to be (is, am, are, were, was) in making question
 - Usage of modals (will, can, should, must, would, could, may) in making question
 - Usage of auxiliary (do, does, has, have) in making question

- Giving vocabularies

This segmen is very important to boost the student's mastery of vocabulary related to theme or topic will be discussed because one of student's weakness is poor mastery of vocabulary.

1. Implementating cooperative learning model type Jigsaw

In this way, researcher will conduct some steps as follow:

- a. Divide students into 5 or 6 person jigsaw groups

The groups should be diverse in terms of gender, ethnicity, race, and ability.

- b. Appoint one student from each group as the leader.

Initially, this person should be the most mature student in the group.

- c. Divide the day's lesson into 5 - 6 segments.

For example, if you want history students to learn about Eleanor Roosevelt, you might divide a short biography of her into stand-alone segments on: (1) Her childhood, (2) Her family life with Franklin and their children, (3) Her life after Franklin contracted polio, (4) Her work in the White House as First Lady, and (5) Her life and work after Franklin's death

- d. Assign each student to learn one segment

Make sure students have direct access only to their own segment.

- e. Give students time to read over their segment at least twice and become familiar with it. There is no need for them to memorize it.

- f. Form temporary "expert groups" by having one student from each jigsaw group join other students assigned to the same segment.

- b. Give students in these expert groups time to discuss the main points of

their segment and to rehearse the presentations they will make to their jigsaw group.

- c. Bring the students back into their jigsaw groups.

- d. Ask each student to present her or his segment to the group. Encourage others in the group to ask questions for clarification.

- e. Float from group to group, observing the process

If any group is having trouble (for example; a member is dominating or disruptive), make an appropriate intervention. Eventually, it's best for the group leader to handle this task. Leaders can be trained by whispering an instruction on how to intervene, until the leader gets the hang of it.

- f. At the end of the session, give a quiz on the mate

Students quickly come to realize that these sessions are not just fun and games but really count.

2. Observation and Reflection

Observation and reflection is conducted to know the result of implementation of cooperative learning method type Jigsaw. Researcher is going to record the learning process of implementing cooperative learning method type Jigsaw.

After doing observation, researcher is able to conclude whether cooperative learning method type Jigsaw can improve the speaking skill of student. If students can perform around 80 percent of criteria of effectiveness of implementation cooperative learning method type Jigsaw, it means the cooperative learning method type Jigsaw effectively improve speaking skill of students.

3. Analysis Technique of data
The data gotten by observing will calculate using the following formula:

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

Remark:

N: student score

F: Score gotten by student

P: maximum score

Criteria of individual pass is getting score ≥ 70

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

Keterangan:

P: Percentage of classical passing

JT: number of pass student

N: total student

Criteria of Classical pass = most student get average score 80%

implementing Jigsaw class with 3 cycles as follow:

1. Cycle 1

The researcher took time of boosting English skill to cadets to ensure all cadets are ready to join in Jigsaw class

- a. Dividing cadets into 5 group
Group 1 consists of 4 cadets. Group 2 consists of 4 cadets. Group 3 consists of 4 cadets. Group 4 consists of 4 cadets, and group 5 is consists of 3 cadets. The total of cadets are 19.

- b. Appointing one cadet from each group as the leader
The cadet considered as the most mature or best skill of English in the group is chosen as the leader.

- c. Giving groups a topic
The topic is given in cycle 1 is types of ship. The following is the groups and its topic
Group 1 is "Tanker Ship"
Group 2 is "Cruise Ship"
Group 3 is "Container Ship"
Group 4 is "Tug Boat"
Group 5 is "Ro-ro Ship"

- d. Giving each member of group a sub topic.
The following is the list sub topics for each member of group:
Member 1 is about "dimension of ship"
Member 2 is about "cargo of ship"
Member 3 is about "ship crews"
Member 4 is about "engine"

Every member of group gets different responsibility of explaining his own sub topic. Here, cadet will be encouraged to maximize his ability of mastering sub topic. Cadets with weak skill of English will find difficulty especially to build sentence because of lack of mastering vocabularies.

Findings And Discussion

A. Respondent Characteristic

The object of research is cadet of Barombong Maritime Polytechnic, Engineering Program, 1st Semester. The number of respondents are 19 cadet. All respondents are male. All respondents have similar characteristic which have skill of English in basic level so that the researcher has to work hard in implementing learning method type Jigsaw.

B. Implementing Learning Method Type

Jigsaw

The researcher took research data by implementing Cooperative Learning Method Type Jigsaw in the class with 19 cadets took part in the Jigsaw class as respondent. The researcher also took 2 times of boosting English skill to cadets to ensure all cadets are ready to join in Jigsaw class. The researcher did the steps of

- e. Making segment where member from different group but has similar sub topic gather with member from other group to discuss about his sub topic and make new group, they are group of “dimension of ship”, group of cargo of ship, group of ship crew, and group of ship engine. This segment is very important to give opportunity to make a good explanation of sub topic. All member of new group will discuss about sub topic, and this segment can assist member with weak skill of English gets new idea to explain about his sub topic.
- f. Bring the students back into their jigsaw groups.
- g. Ask each student to present her or his segment to the group in front of other groups.
- h. At the end of the session, researcher scores all cadets based 4 indicators to know the effectiveness of implementing cooperative learning method type Jigsaw. The indicators are:
 - Student is able to speak English confidently
 - Student understands the topic given by teacher well
 - Student is able to make sentence
 - Student is able to work together in team

2. Cycle 2

The process of implementing Jigsaw class is same with in cycle I but researcher skip the segment of boosting skill of building sentence

3. Cycle III

all cadets are ready to join in Jigsaw class

- a. Dividing cadets into 5 group

Group 1 consists of 4 cadets. Group 2 consists of 4 cadets. Group 3 consists of 4 cadets. Group 4 consists of 4 cadets, and group 5 is consists of 3 cadets. The total of cadets are 19.

- b. Appointing one cadet from each group as the leader
The cadet considered as the most mature or best skill of English in the group is chosen as the leader.
- c. Giving groups a topic
The topic is given in cycle III is Organization of Ship’s Crew for all group.
- d. Giving each member of group a sub topic.
The following is the list sub topics for each member of group:
Member 1 is about “chief engineer”
Member 2 is about “2nd engineer”
Member 3 is about “3rd engineer”
Member 4 is about “oiler”
Every member of group gets different responsibility of explaining his own sub topic. Here, cadet will be encouraged to maximize his ability of mastering sub topic. Cadets with weak skill of English will find difficulty especially to build sentence because of lack of mastering vocabularies.
- e. Making segment where member from different group but has similar sub topic gather with member from other group to discuss about his sub topic and make new group, they are group of “dimension of ship”, group of cargo of ship, group of ship crew, and group of ship engine. This segment is very important to give opportunity to make a good explanation of sub topic. All member of new group will discuss about sub topic, and this segment can assist member

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 - Student is able to speak English confidently
 - Student understands the topic given by teacher well
 - Student is able to make sentence
 - Student is able to work together in team

C. Finding of Research

The attachment contains the research findings and data analysis using Microsoft Excel. The following is a summary of the results of data analysis in each cycle of this study :

1. Observation results for speaking ability

The successful use of the Jigsaw cooperative method in improving students' speaking skills can be seen from the following indicators :

Table of results from data processing observation of speaking

No	Indicator	Achieved presentation		
		Cycle 1	Cycle 2	Cycle 3
1	students are able to speak English confidently	45%	59 %	81 %
2	students understand the topic given by the teacher	45 %	64 %	80 %
3	students are able to work together in teams	47 %	61 %	80 %
4	there is student interaction in the jigsaw class	50%	64%	81 %

Based on the table above, the application of the Jigsaw type cooperative learning method based on each cycle is able to increase self-confidence, understanding of topics, cooperation, and interaction in class in the

process of learning speaking skills. This is because in the Jigsaw cooperative method, all students have a turn to speak. During the implementation of learning during discussions, students are required to master the material, be active in discussions, and be able to speak and convey material to friends in one group or another. The use of the Jigsaw cooperative method can increase student activity during the learning process so that the results of their speaking practice also increase. In addition, the use of the Jigsaw cooperative method has an impact on students becoming more enthusiastic and interested in participating in the process of learning to speak, as can be seen from the percentage increase in each indicator.

2. The results of the assessment of speaking ability

The results of speaking skills using the Jigsaw method on the actions of each cycle show students are 100% complete in cycle III. The following are the results of cycles I, II, and III, which can be seen in the following table.

Table of results from the assessment of speaking skills

No	Mark	Criteria	Total students		
			Cycle 1	Cycle 2	Cycle 3
1	<70	Not Complete	17	10	2
2	70-80	Complete	2	9	0
3	81-90	Complete	0	0	8
4	91-100	Complete	0	0	9

Based on the table above, it shows that in cycle I, there were 17 students who did not complete and 2 students passed. In cycle II, there were 10 students who did not complete and 9 students who passed. This shows that in cycle II there was a decrease in students who did not complete and an increase in students who did, which indicated that in cycle II there was an increase in students' speaking abilities. Then in cycle III, there were 2 students who

did not complete and there were 17 students who did, which shows that in cycle 3 the majority of students' speaking skills increased as a whole. This demonstrates that speaking ability improves with each cycle, and the majority of students are declared complete in cycle III.

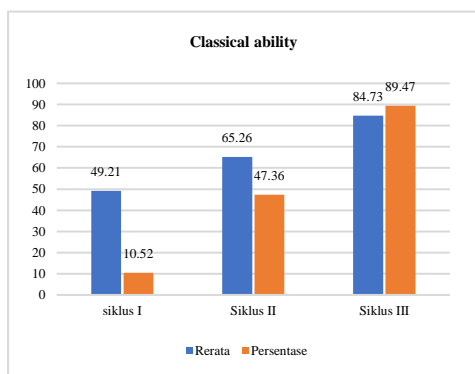
3. The average result of students' speaking ability

The average results of students' speaking ability in English in Cycle I, Cycle II, and Cycle III summarized in the following table :

Table displaying the average results of students'

No	Cycle	Average value	Completeness percentage %
1	Cycle I	49,21	10,52
2	Cycle II	65,26	47,36
3	Cycle III	84,73	89,47

Based on the table above, information is obtained that there is an increase in each cycle. In cycle I, the average value obtained by students was 49.21, or 10.52% of all students who completed. In cycle II, the average value obtained by students was 65.26, or 47.36% of all students who completed. The average value obtained by students in cycle III was 84.73, or 89.47% of all students who completed; this shows that there has been an increase and completeness in terms of classical English speaking ability in cycle III. The following is a diagram of each cycle.



Conclusion

Based on the result of research, researcher is able to conclude that implementing cooperative learning method type Jigsaw effectively improving skill of speaking English. This can be seen from scoring result in every cycle getting higher. The score in cycle II is higher than score in cycle I, while the score in cycle III is higher than score in cycle II.

Finally, researcher is able to state “If cooperative learning method type Jigsaw is implemented in English class, the skill of speaking English of student will be improved”.

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