

**The Cooperative Learning Implementation
of *Send a Problem Technique* in Teaching Writing
to the Seventh Grade at SMP Sambas IBS Purbalingga**



AN UNDERGRADUATE THESIS

**Submitted to Faculty of Tarbiya and Teacher Training of State Islamic
University Prof. K.H. Saifuddin Zuhri Purwokerto as a Partial Fulfilment of
Requirements for Sarjana Pendidikan (S.Pd.) Degree**

**by
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Declare that the thesis I wrote with the title "**The Cooperative Learning Implementation of *Send a Problem* Technique in Teaching Writing to the Seventh Grade at SMP Istiqomah Sambas IBS Purbalingga**" is truly my own work and is not plagiarism of someone else's thesis. I am fully aware that I have quoted some statements and ideas from several resources. All the materials from another sources and references from work done by other people or institutions have been properly cited.

If later in my statement is not true, then I am willing to accept the applicable academic sanctions (revocation of graduation predicate and bachelor degree).

Purwokerto, Juni 2024

I Who Declare,

A handwritten signature in black ink is written over a red and white 3000 Rupiah meter stamp. The stamp features the Garuda Pancasila emblem and the text 'METERAI TEMPEL' and '3000'. The serial number '30ALX115409046' is visible at the bottom of the stamp.

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Assalamu'alaikum Wr.Wb.

After conducting guidance, review, direction, and correction, then through this letter I convey

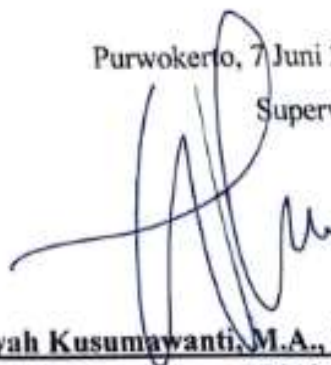
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Wassalamu'alaikum Wr.Wb

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written by Syafadilla Putri Mulia (Student Number. 2017404039) English Education Study Program, Education Program, Faculty of Tarbiya and Teacher Training, State Islamic University Prof. K.H. Saifuddin Zuhri Purwokerto, was examined on July 2nd, 2024 and declared qualified for achieving *Sarjana Pendidikan* (S.Pd.) Degree.

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MOTTO

*“Selalu ada harga dalam sebuah proses. Nikmati saja lelah-lelahmu itu.
Lebarkan lagi rasa sabar itu. Semua yang kau investasikan untuk menadikan
dirimu serupa yang kau impikan, mungkin tidak selalu lancar. Tapi gelombang-
gelombang itu yang nanti bisa kau ceritakan”*

-Boy Candra-



DEDICATION

I dedicate this thesis to:

*My precious parents, Mr. Mulyono and Mrs. Tariyah, two of the greatest people
in my life;*

*Thank you to my beloved brother Nurul Hidayat Aji Mulyawan and my sister
Isnaeni Wardani, S. Farm and also my nephew Pandega Galen Shankara
Mulyawan who always support, and cheer me up;*

Myself who did the best;

All the people who have supported me and made me brave.



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Purwokerto, June 7, 2024

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**THE COOPERATIVE LEARNING IMPLEMENTATION
OF *SEND A PROBLEM* TECHNIQUE IN TEACHING WRITING
TO THE SEVENTH GRADE AT SMP SAMBAS IBS PURBALINGGA**

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ABSTRACT

Abstract: The aim of this study was to find out the implementation and to investigate the advantages and disadvantages of the *send a problem* technique in teaching writing. The research was conducted in the seventh grade of SMP Istiqomah Sambas IBS Purbalingga in the academic year 2023-2024. The method used in this research was qualitative in the form of observation, interviews, and documentation. The conclusion of the first research question was the steps in implementing the *send a problem* technique are dividing the group, distributing the topic, receiving and making a note for a new folder from another group, and presenting the discussion result. The conclusion of the second research question was about the advantages and disadvantages of implementing a *send a problem* technique in teaching writing. The advantages of implementing the *send a problem* technique are: students were becoming more active, it trained students in critical thinking, and it helped them solve problems. Then, there are two disadvantages to implementing a problem-solving technique for students and teachers. The first disadvantage was time management. The second disadvantage was the limited range of suitable material.

Keywords: *Cooperative Learning; Send a Problem Technique, Teaching Writing.*

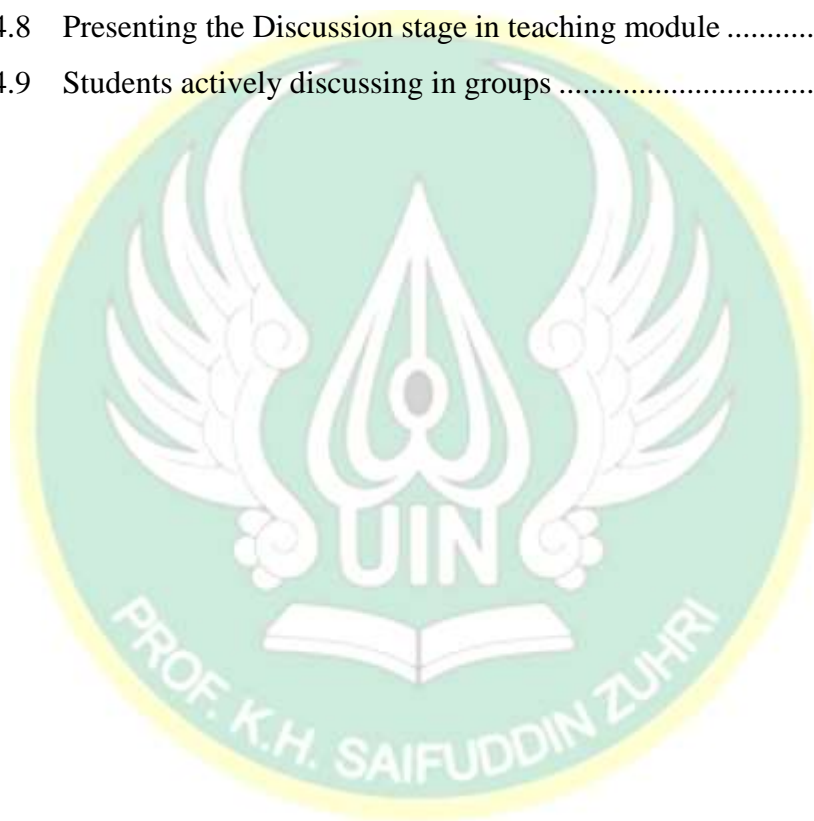
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CHAPTER I

INTRODUCTION

This chapter describes the background of the study, clarification of key terms, research question, aims and significances of the study, and organization of the paper.

A. Background of Study

The development of language at this time is growing rapidly as well as being our international language, namely English. In Indonesia, English is used as one of the subjects studied by students in educational units. Being someone who has the ability to study English, a person must be proficient in mastering four skills: listening, speaking, reading, and writing (Alfi, 2023). Writing in English may be more difficult to master than other skills such as listening, speaking, and reading. Students studying EFL or ESL at the tertiary level must excel in both written and oral production (Budjalemba & Listyani, 2020).

Writing can be said to be the act of forming these symbols: making marks on a flat surface of some kind a flat surface of some kind. However, writing is certainly more than just the production of graphic symbols, just as speaking is more than the production of sounds (Harmer, *The Practice of English Language Teaching*, 2001). However, Indonesian's students as English Foreign Language Learners have some difficulties to master English especially in writing skill. When students attempt to construct a sentence, paragraph, or text, they frequently encounter difficulties. Some difficulties may be encountered when writing text; students who rarely write in English frequently encounter difficulties when their teacher asks them to write down their ideas, thoughts, or experiences (Alisha et al., 2019). That is why writing is not like other skills because it is very detailed.

One of the challenges faced by an educator is how to prepare appropriate strategies for learning. Learning strategies are behaviors or actions used by learners to make language learning more focused and enjoyable.

Learning strategies are very important to help students know their weaknesses and also their competency abilities (Kadamovna, 2021). For this reason, an educator must prepare a strategy so that language learning is easy to understand and relevant to students (Mufidah, 2017). One of the strategies in learning is cooperative learning, the use of this cooperative learning model is highly applicable in face-to-face learning because, when properly and seriously applied, the class atmosphere becomes lively and learning can be interesting and fun especially in face-to-face learning (Sumardi, 2021).

There are also several cooperative learning techniques, one of which is Send a Problem. This structure is especially useful for problem solving. It can also boost students' creativity and help them come up with multiple answers to a topic (Kris *et al.*, 2016). Send a Problem is a type of learning where an activity encourages students to think independently and in teams critically and analytically (Jaimun *et al.*, 2019). Learning strategies are very important to help students know their weaknesses and also their competency abilities (Ratna Sari & Zainil, 2020). The teacher's strategy can affect the teaching and learning process and also affect the success of student learning.

Based on the results of preliminary research at SMP Istiqomah Sambas Boarding School with one of the English teachers who teaches eighth grade, she explained that students consider writing to be difficult. The main problems students faced are getting ideas, lack of vocabulary, and lack of knowledge about how to write well. These problems can arise due to teaching methods, materials, techniques and media. To get active participation, the teacher must have creative and communicative ideas. In the seventh grade at SMP Istiqomah Boarding School Sambas, the school used a Send a Problem cooperative learning model. With this learning model, students can work in teams to practice cohesiveness and critical thinking, analyze the material discussed, and find problems in the material discussed in groups (Johnson *et al.*, 2014). In this case, the teacher acts as a facilitator, and students must be able to solve problems in groups.

When the teacher presents a problem, students are encouraged to think critically and express their opinions to obtain findings (Johnson *et al.*, 2014). The use of these techniques at the school, for example, during learning, the teacher provides envelopes in which the envelopes contain pictures or questions according to and related to the material being taught as a lesson.

Several previous studies have examined the use of Send a Problem technique in writing skills. Like research conducted by (Rabiah, 2022). This study aims to determine whether there is an effect of Send a Problem technique on the ability to write argumentative essays. It can be concluded from the research the effect of Send a Problem technique on argumentation essay writing skills in class X MIPA 1 SMA Negeri 5 Makassar is that the argumentation essay writing skills of students in class X SMA Negeri 5 Makassar have improved. Then, another research was conducted (Shamdani, 2020). Based on the results of research and discussion, it can be concluded that students' problem solving skills with the application of interactive learning strategies with send a problem learning techniques are better than conventional learning in class IX students of SMP Negeri 6 Rengat.

Based on the review above, several studies have succeeded in applying send a problem technique in teaching writing. SMP Istiqomah Sambas IBS the school has implemented Send a Problem type cooperative learning model for English learning. So this topic was researched regarding the application of cooperative learning model to the English writing ability of the seventh grade students of SMP Istiqomah Sambas Boarding School. The topic is interested in researching with the title "The Cooperative Learning Implementation of Send a Problem Technique in Teaching Writing to the Seventh Grade at SMP Sambas IBS Putri Purbalingga".

B. Conceptual Definition

To get a general description of the issues that will be discussed to avoid misunderstandings in interpreting the contents of the research, this study will describe the conceptual definition used in the title "The Cooperative Learning

Implementation of *Send a Problem* Technique in Teaching Writing to the Seventh Grade at SMP Sambas IBS Purbalingga”. Here are the terms in the title:

1. Cooperative Learning

Cooperative learning is learning that requires students to work in groups to find solutions to problems that have been given (Triani, 2016). Cooperative learning is team learning (Irsyaduna, 2021). Cooperative learning is a learning activity that uses the group work system to complete tasks with the goal is for students to work together and respect each other (Macpherson, 2007). Cooperative learning has differences from other strategies. This can be seen from the learning process, in which cooperative learning emphasizes the process of working together in a team. The goal is not only based on academic abilities in learning, but there is also an element of cooperation in the learning process.

2. *Send a Problem* Technique

One recommended technique for teaching English is the *Send a Problem* technique. This technique is a part of cooperative learning techniques in which students in the class are divided into several groups. Each stage has its own advantages. The first stage gives students the opportunity to practice together and learn from each other the thinking skills necessary for effective problem solving. The second stage helps students learn to compare and contrast multiple solutions. Given tasks to discuss and solve problems (Pujiani & Rochsantiningsih, 2019).

3. Teaching Writing

Teaching writing as a productive talent requires teachers to direct students to express themselves in written form and requires more components of abilities, which are different from speaking, such as utilizing appropriate words, right sentences, and perfect spelling (Lestari, 2022). Writing is how person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for

all other people. It means that when one writes, she or he can express her or his feelings and thoughts, from words into sentences and sentences into paragraphs which have meaning (Indrilla & Ciptaningrum, 2018).

C. Research Question

Based on the background of the problem that has been explained above, the problem can be formulated as follow:

1. How is the implementation of cooperative learning technique of *Send a Problem* in teaching writing in seventh grade of SMP IBS Sambas Purbalingga?
2. What are the advantages and disadvantages of the implementation *Send a Problem* technique in teaching writing for Seventh Grade of SMP Istiqomah Sambas IBS Purbalingga?

D. Objectives And Significances of the Research

In view of the formulation of the problem, the aim of conducting this research is:

1. The aim of the Researcher

The aim of this reseach is as follow :To identify how the implementation of cooperative learning with *Send a Problem* technique in teaching writing in seventh grade at Sambas IBS Putri Purbalingga Junior High School teachers implement cooperative learning using *Send a Problem* technique in teaching writing and to investigate about the advantages and disadvantages of the use *Send a Problem* technique in teaching writing for Seventh Grade of SMP Istiqomah Sambas IBS Purbalingga.

2. The significance that can be expected from this research is:
 - a. The teacher

This research can be used as a source of information for teachers in applying cooperative learning of the *Send a Problem* technique. In addition, it is hoped that this research can be used as

input or knowledge for teachers in teaching to improve the quality of English learning at Istiqomah Sambas Purbalingga Junior High School and can also be used as a reference for teachers in enriching learning models so as to improve the quality of student learning.

b. Other Researcher

This research can be used as an additional reference or as a reference when using the cooperative learning type *Send a Problem*, especially in teaching English subject.



E. Structure of The Research

To make the research systematic, it is necessary to classify the structure of this research. This research is divided into five chapters, which will be explained as follows:

Chapter I presents introduction. It consists of background of study, operational definitions, research questions, objectives and significances of the research, reviews of relevant studies, literature review, research methods and structure of the research.

Chapter II explains the theories of *Send a Problem* technique, cooperative learning model, and teaching writing which divided into some sub sections.

Chapter III consists of research method which deals with the type of research, place of research, sources of data, technique of collecting data and technique of analyzing data. for obtaining data, techniques of collecting data, and techniques of analyzing data.

Chapter IV presents the results of the research which discusses about the cooperative learning implementation of *Send a Problem* technique in teaching writing.

Chapter V presents conclusion and suggestion of the research. In this chapter, the researcher concludes and gives some suggestions related to the research.

CHAPTER II

LITERATURE REVIEW

The literature review provides a systematic description and explanation of the theories, thoughts, and research results related to the research problem. Theories and research results that have to do with the problem under study to obtain conceptual thoughts about research variables. The purpose of the literature review is to provide a clear and comprehensive frame of reference regarding the principles used in solving problems in research principles used in solving problems in research.

A. Cooperative Learning Model

1. Definition of Learning Model

Learning model is a form of learning from beginning to end that is presented characteristically by the teacher. In other words, the learning model is a wrapper or frame of the application of an approach, method, strategy, and learning technique. an approach, method, strategy, and learning technique (Uno, 2007). Learning style as a terms that describes variation in the ways learners use one or more senses to understand, organize, and experience (Sujarwo, 2000). As such, there are currently a variety of different learning style models, each focusing on a different aspect of learning each focusing on a different aspect.

2. Definition of Cooperative Learning

Cooperative learning is learning that requires students to work in groups to find solutions to problems that have been given (Triani, 2016). Cooperative Learning refers to children learning in groups that are structured so that group members must cooperate in order to succeed, (Tobergte & Curtis, 2013). A teaching technique called cooperative learning gives students the chance to work in small groups to finish a task in order to improve both their own and each other's learning (Nguyen *et al.*, 2021).

Cooperative learning is widely acknowledged as a pedagogical strategy that fosters socializing and learning among students from preschool through postsecondary education (Gillies, 2016). So cooperative

learning is a teaching strategy in which students work in groups to accomplish a common goal or complete a task.

3. The Goal of Cooperative Learning

The purpose of cooperative learning is to enhance student interaction in completing tasks and effectively monitor and influence the development of students' thinking processes, inquiry skills, and attitudes (Tanjung & Harfiani, 2020).

4. The Characteristics of Cooperative Learning

In cooperative learning, there are several characteristics that explained below (Astuti, 2021):

a. Team Learning.

Cooperative learning involves teamwork to attain learning objectives. The team must effectively engage all students in learning. To fulfill the learning objectives, all group members must work together. Its the team's success is linked to each individual's success, as all team members will complete the teacher's assigned curriculum. All students must contribute to completing the tasks.

b. Based on Cooperative Management.

The planning function demonstrates that cooperative learning follows predetermined processes. Examples include identifying learning objectives, defining methods, and implementing strategies to achieve them. Effective cooperative learning involves a well-planned strategy to attain learning objectives and facilitate the process. The control function measures the success of a lesson.

c. Willingnes to Cooperate.

Cooperative learning is considered successful when the groups created in a lesson fulfill the defined learning objectives. Group success refers to the success of cooperative learning. Therefore, the principle of collaboration should be highlighted in the cooperative learning process. Effective cooperative learning requires strong cooperation to attain best results.

d. Team Work Skills.

The cooperative learning approach promotes social relationships, acceptance of differences, mutual help, and respect for others' perspectives. From the cooperative learning focuses on cooperation, interaction, and individual skills in collective processing. Cooperative learning aims to enhance academic performance, promote diversity, and foster social development.

5. Principles of Cooperative Learning

While cooperative learning and group work are similar, they are not the same when it comes to implementation. Cooperative learning is based on five principles concepts (Johnson, *et al* 1991):

a. Positive interdependence

To accomplish a shared objective, each member of the group depends on the others. Loyal group members have two duties in these attributes. First, the duty to review the resources that the group has been provided and the duty to see that every participant understands the material. Thus, students believe that if their group members don't achieve, so can others, and vice versa.

b. Individual accountability

The theory requires each group member to carry out their assigned obligations. Each group member must take responsibility for their assigned tasks. They shouldn't just rely on other members to fulfill their share. The teacher should recognize the individual contributions of each student in the group.

c. Face to face promotion interaction

Face-to-face connection enables group members to collaborate, appreciate differences, leverage strengths, and fill gaps vacancy ,positive interactions involve individuals sharing ideas and providing feedback to one another.

d. Social skill

Students must demonstrate effective group interaction and communication skills. To achieve goals, students must first know and trust one another.

e. Group processing

This activity involves reviewing a group's work process and collaborative results to improve effectiveness. Through processing groups can be distinguished based on their activity sequence and members' actions. Identify the most helpful and unhelpful individuals of the group. Group processing aims to improve members' efficacy in collaborative tasks and achieve group goals.

6. Types of Cooperative Learning

In cooperative learning, there are several strategies to employ:

a. Think pair share and team pair solo

These structures are simple to implement in the classroom and are considered classics in cooperative learning. The first step is for the teacher to assign a task, the second step is for each individual to think for themselves, the third step is to discuss the answer with a peer, and the final step is to discuss the answer with a peer (Gudinge, 2018).

b. Jigsaw

This model is usually used for written narrative materials such as in social sciences, literature, and some parts of the sciences, mainly related to the learning objectives of the jigsaw model and some parts of the sciences, especially with regard to learning objectives for the acquisition of concepts, not skills (Lestari, 2022).

c. Pair Head Together

The students are in pairs with their table mates. After the teacher asks a question, the pairs work together to revise the answers they have written. The teacher then calls on student A or B to share their best answer with their partner. In other terms, students work in pairs in their teams of four (Kagan, 2016).

d. Send a Problem

Send a Problem technique is a part of cooperative learning techniques in which students in the class are divided into several groups (Gudinge, 2018). Brakley said that this technique involves two stages of activity: solving problems and evaluating solutions (Pujiani & Rochsantiningsih, 2019).

B. Send a Problem Technique

The explanation of the definition of the *Send a Problem* technique :

1. Definition of *Send a Problem*

Teaching techniques are specific procedures for performing instructional activity (Pokrivcakova, 2013). One of the learning techniques for problem-based cooperative learning is "*send a problem*." This technique involves forming heterogeneous groups of students or grouping them by level. The student's abilities are evenly distributed in each group, and then the teacher gives a problem to each group and continues by providing solutions to students who sit beside him to follow up on the best solution from the group next (Noermanzah *et al.*, 2018). *Send a Problem* is a cooperative learning technique that involves students in a discussion to solve a problem. This technique allows students to practice together and learn from each other, so it is very effective in encouraging students' confidence and creativity (Pujiani & Rochsantiningsih, 2019)

2. Purpose of *Send a Problem*

The purpose of the *Send a Problem* technique is to encourage group discussion, innovative thinking, and problem-solving. This technique develops problem prediction and problem solving skills. In addition, it builds empathy and experiences multiple perspectives on 'real life' situations, planning effective strategies to manage 'real life' situations (Adam, 2012).

3. Procedure of Send a Problem

According to Brakley, there are several procedures used in the *Send a Problem* technique, including (Brakley, 2005):

a. Dividing the group

The teacher divides groups of two to four students. After that, the teacher explains the activity, gives instructions, and answers questions. The rest of the group can analyze and discuss the activity independently.

b. Distributing the topics

The teacher distributes a different problem to each group, instruct them to debate the topic, brainstorm possible answers, choose the best option, then record and store their answers in a folder or envelope. After that, students study the chosen topic by examining real-life situations or examples that illustrate it. This approach is often used in educational contexts to enhance the learning process by making abstract or theoretical concepts more concrete and easy to understand.

c. Receiving and making notes for new data from other group

In this activity students are instructed to move to the next group. Each group receives a new folder or envelope from the other group. The teacher allows sufficient time for each pair or group to develop their case study or problem analysis. Students are involved in gathering relevant details and information that lead to the problem.

When a new problem is presented, the students come up with a new solution and record their findings until time runs out, at which point they will give the problem to a new group. Repeat this procedure as many times as necessary and appropriate for the problem according to the given problem.

d. Students present their discussion result

When the discussion is completed, students are required to present in front of the class in rotation by allowing one of them to lead

the case discussion. Finally, when the groups present their analysis to the whole class, students have the opportunity to improve their presentation and communication skills, which are important life skills. In a group setting, students not only learn from their teacher but also from their peers.

4. The Advantages and Disadvantages *Send a Problem*

There are some advantages and disadvantages to the *Send a Problem* technique. The advantages and disadvantages are as follows (Timmo, 2020):

a. Advantages of *Send a Problem*

1) It helps students the basic scheme.

This technique encourages students to grasp the fundamental structure or framework of a problem. By having to articulate and *Send a Problem*, they need to break it down into its essential components. This process can enhance their comprehension of the underlying concepts or principles involved.

2) Students can work together with their groupmates to solve a problem.

Send a Problem technique promotes collaboration and teamwork. Students can share problems with their peers, leading to collective problem-solving efforts. This collaborative approach allows students to benefit from various perspectives and brainstorm solutions together, fostering a sense of community in the learning process.

3) It helps students be more careful thorough in solving problems.

When students send a problem to others, they often need to provide a clear and detailed description of the issue. This requirement encourages them to think critically, be meticulous in their problem analysis, and communicate effectively. As a result, they are more likely to approach problem-solving with greater care and thoroughness.

4) All students are active and involved in learning activities.

This technique encourages all students to actively participate in the learning process. Instead of being passive recipients of information, they take on an active role by formulating and sharing problems. This engagement helps in better comprehension and retention of the subject matter.

b. Disadvantages of *Send a Problem*

There are several disadvantages to the *Send a Problem* technique:

- 1) It takes a long time for students to work on problems.

This technique can be time-consuming. When students solve problems and engage in collaborative problem-solving, it may take longer to arrive at solutions compared to individual, quick problem-solving. This extended time frame could be a disadvantage in situations where time is limited or when there's a need to cover a wide range of topics within a curriculum.

- 2) It is only for certain subject.

The *Send a Problem* technique may not be equally applicable to all subjects or types of problems. It is more suited for subjects that benefit from collaborative and in-depth problem-solving, such as mathematics or complex scientific problems. In subjects that require quick, individual responses or have a more theoretical nature, this technique might be less effective.

C. Teaching Writing

In this explanation, the researcher will explain about writing, as for the explanation, namely:

1. Definition of Writing

Writing is the ability to express one's opinion, and the writer uses it to convey messages and opinions. As a result, students must concentrate on linking and connecting ideas to write clearly. Coherence and cohesion are important factors that assist students in writing correctly (Chico, 2022). Writing is one of the most significant cultural achievements of human society. It enables us to recording and conveying information and stories way beyond the immediate moment (Rogers, 2005). There are several

definitions offered by Raymond offers one in which he says that writing is more than just a means of communication (Raymond, 1980). So, writing is the activity of expressing ideas, thoughts, feelings, opinions. Writing is an important skill to cultivate in order to communicate effectively and efficiently.

2. Definition of Teaching Writing

Teaching is a process that guides and facilitates learning by a teacher to students or learners (Brown, 2000). While writing in English, the teacher guides the students. The process of interaction between students and a teacher in the classroom that results in written production. The teacher assists students in understanding the material in its language and context. The teacher provides advice and justification for the writing process through their instruction. It can also help students learn specific techniques for improving their writing abilities. The ability for students to develop their writing abilities and receive immediate feedback from the teacher while writing helps students improve their writing abilities (Nurhardiyanti, 2021). When teaching writing, language teachers want their students to be able to create written English that is suitable, correct, and fluent (Ma'rufah *et al.*, 2021).

3. Process of Writing

The writing process is about learning to write by writing. This flows from the emphasis in writing instruction focuses on the process of creating writing rather than the end product. The procedure is as follows (Harmer, 2004):

a. Planning

At this stage, students can eliminate some ideas and organize the remaining ideas as main supports and examples; in other words, planning the writing. By going through these steps, students are essentially laying the foundation for their writing. This planning stage is very important because it helps students clarify their thoughts, structure their arguments, and create a solid foundation for the actual writing process. It also makes the writing process more efficient and

reduces the chances of getting stuck or off track during the writing phase.

b. Drafting

There are always errors at this stage, whether in organization, grammar, or vocabulary choice/form, that prompt students to edit and proofread their work. Encouraging students to accept the process of editing and proofreading as a natural part of writing helps them develop valuable skills in self-revision. It also emphasizes the importance of multiple drafts and the iterative nature of the writing process, reinforcing the idea that writing is a dynamic and constantly evolving task.

c. Editing

Editing deals with what one has written, while proofreading deals with how one has written. Editing primarily involves a comprehensive review of the content and structure of the written work. At this stage, students are focused on the substance of their writing - the ideas, organization, coherence, and clarity of their overall message. Common tasks during editing include revising paragraphs, reorganizing information, refining arguments, and ensuring that the content aligns with the overall purpose of the writing.

d. Final Product

Through some previous steps, the researcher arrives at the final product of writing at this stage. To get the best final product, some feedback is required to make the writing perfect and readable. In essence, the final product represents the researcher's best effort at that particular point in time. Writing is a dynamic process, and while the current document may be the final product for its intended purpose, it also serves as a foundation for continued growth and improvement in future writing endeavors.

4. Assesment of Writing Skill

According to Brown, there are two assessments to evaluate: formative assessment and summative assessment (Brown, 2000).

a. Formative Assesment

Formative assessment: evaluating students in the process of "shaping" their competencies and skills with the aim of helping them continue that growth process. Key to such shaping is the delivery (by the teacher) and internalization (by the student) of appropriate feedback on performance, with a view to the continuation (or shaping) of future learning. For all practical purposes, almost all types of informal assessments are (or should be) formative. They have a primary focus on the learner's ongoing language development. So when the teacher gives a comment or suggestion to a student, or call attention to an error, the feedback is given to improve the student's language ability.

b. Summative Assesment

Summative assessments aim to measure, or summarize, what students have understood, and are usually conducted at the end of a course or teaching unit. A summary of what the student has learned implies looking back and noting how well the student has achieved the objectives, but does not necessarily indicate a path for future progress. Final exams in a course and general proficiency exams are examples of summative assessments.

c. Teaching Writing Foreign Language

The difference in communication between writing and speaking is that writing is more fixed and less spontaneous. Therefore, writing is less adaptable than speaking, and the terminology is more formal. In general, teaching writing in an EFL environment includes providing strategies and techniques for writing in English, providing feedback that emphasizes improving writing skills, helping students gain an

understanding of English grammar, and assisting them in improving their writing skills in English (Gebhard, 2006).

d. Aspect of Teaching Writing in TEFL

In writing, there are several aspects that must be given consideration by students in order to write well. According to Brown, he proposes six main aspects of writing that a writer should have in producing a written text namely content, organization, discourse, syntax, vocabulary, and mechanics (Brown, 2000). Content relates to the statement, related ideas, developmental ideas, and use of description. Organization includes the effectiveness of the introduction, logical sequence of ideas, conclusion, and appropriate length. Discourse includes topic sentences, paragraph unity, transitions, discourse shapers, cohesion, rhetorical conventions, reference, fluency, economy, and variety. Mechanics include the use of spelling, punctuation, reference citation, and appearance.

D. Review of Relevant Studies

When performing the research, a literature review is performed. Research often begins with a literature review to acknowledge the previous studies and show where the new research fits into the field (James, 2003). Based on the statement, this research provides a review of the relevant related literature as follows:

The thesis written by Syaifulloh in 2021 entitled “The Effectiveness of *Send a Problem* Technique on Teaching Writing an Analytical Exposition Text to the Eleventh Grade of Ma Mambaul Ma’arif Montor”. Based on the research at the Eleventh Grade of MA Mambaul Ma’arif Montor, the researcher got the conclusion that the students who have been taught by send a problem technique have higher writing ability in analytical exposition text. Using *send a problem* technique could be effective in students’ writing skill at Eleventh Grade of MA Mambaul Ma’arif Montor (Syaifullah, 2021). The difference between this research and previous research that will be conducted is that this study uses the quantitative method, while the research that will be

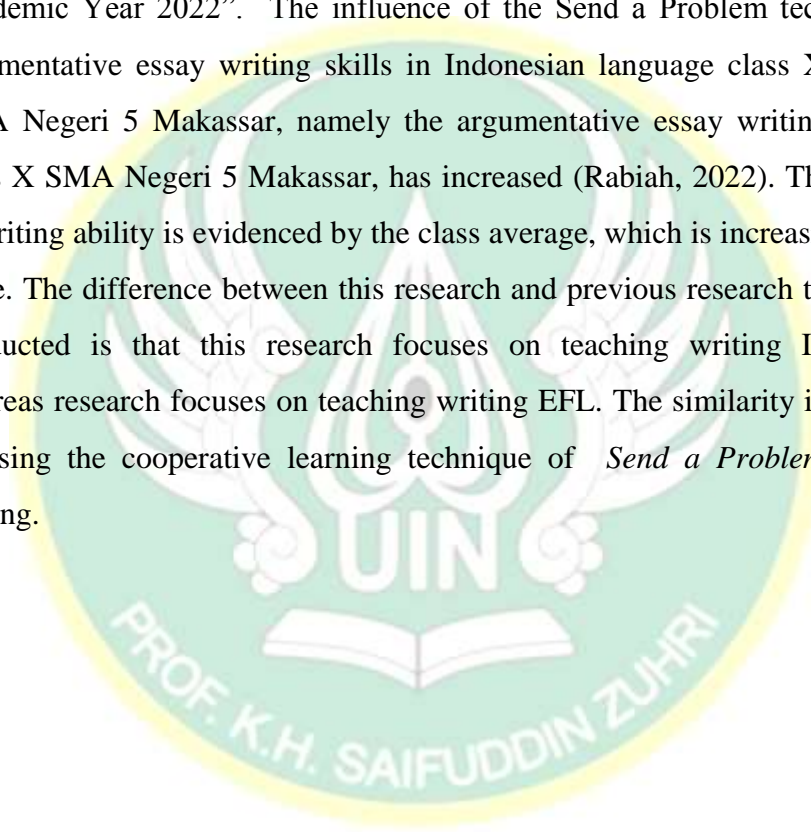
conducted uses the qualitative method. The similarities are the same as using the Send a Problem Technique on teaching writing.

Journal written by Intan Kris Amalia in 2015 entitled “The Effectiveness of *Send a Problem* Technique for Teaching Writing an Analytical Exposition Text (A Quasi-Experimental Study of the Eleventh Grade Students of SMA N 8 Semarang in the Academic Year 2015/2016)”. Based on the result of the data analyses in the previous chapter in this study, there are several conclusions that can be drawn as following: Firstly, teaching writing using Send a Problem technique is more effective than using a conventional way. The effectiveness of Send a Problem technique is supported by the average of the experimental group is improving higher (from 62.80 to 75.57) than the control group (from 62.77 to 68.57). Furthermore, the test is significant, it can be seen from result of the independent sample t-test is $t(58) = 3.68$, $p < .05$, $d = .95$. It means the value from 58 degree of freedom was 3.68. The probability of obtaining value was 0.05 and the effect size was 0.95. The 95% confidence interval for the average percentage of post-test score ranged from 3.19 to 10.8. Secondly, the students are more motivated when they are taught using *Send a Problem* technique, they can share new ideas and concepts through this technique (Kris et al., 2016). The difference between this research and previous research that will be conducted is that this study uses the quasi-experiment and SMA level, while the research that will be conducted uses the qualitative method and SMP level. The similarity is the same as using the Send a Problem technique on teaching writing.

Journal written by Dafrosa Neilana, et al. in 2019 with the title "*Send a Problem* a Cooperative Model in German Sentence Writing Skills (2019)". Based on the results of the data analysis, it can be concluded that the Send a Problem cooperative learning model has proven effective in improving students' German sentence writing skills. This is supported by the results of students' written tests, the results of interviews with students, as well as the results of observations that have been made during the learning process. One of the advantages possessed by this model is that it demands the development

of ideas. Of course, this is important in writing classes, especially German writing classes (Jaimun *et al.*, 2019). The similarity is the same as using the cooperative learning technique of *Send a Problem* to teach writing. The difference between this research and previous research that will be conducted is that this research focuses on teaching writing German, whereas research focuses on teaching writing EFL.

The Journal entitled “Improving The Argumentation Ability Students of SMAN 5 Makassar Through the *Send a Problem* Technique in the Academic Year 2022”. The influence of the *Send a Problem* technique on argumentative essay writing skills in Indonesian language class X MIPA 1 SMA Negeri 5 Makassar, namely the argumentative essay writing skills of class X SMA Negeri 5 Makassar, has increased (Rabiah, 2022). The increase in writing ability is evidenced by the class average, which is increasing at each stage. The difference between this research and previous research that will be conducted is that this research focuses on teaching writing Indonesian, whereas research focuses on teaching writing EFL. The similarity is the same as using the cooperative learning technique of *Send a Problem* to teach writing.



CHAPTER III

RESEARCH METHOD

This chapter describes the research method which consists of the type of research, research setting, object and subject of research, data collection techniques, and data analysis techniques.

A. Type of Research

This study used qualitative research, by collecting data through observation, interviews, and also documentation. Qualitative research is an approach to explore and understand the meaning that individuals or groups perceive in social or human problems. The process involves eliciting questions and procedures, collecting data in participant settings, analyzing that data, and building from a specific theme to a general theme (Creswell, 2014).

This research is sourced from a fact found in the field. This research used qualitative approach, which is a research that intends to explain and describe information about the Implementation of Cooperative Learning type Send a Problem in Teaching Writing at Istiqomah Sambas Junior High School, Purbalingga. Through the use of this method, it is expected that the data collection can be more complete, in-depth, and meaningful so that the purpose of this research can be achieved.

B. Setting of Research

This research was conducted at SMP Istiqomah Sambas Islamic Boarding School. The school is located on J992+J6W, Jl. Koprak Tanwir, Purbalingga, Purbalingga Lor, Kec. Purbalingga, Purbalingga Regency, Central Java 53311. The reason this school was chosen as a research location was because based on initial observations, the send a problem technique in teaching students was applied at SMP Istiqomah Sambas IBS, so this school is one of the schools that has an A accreditation and is classified as one of the leading and Islamic boarding school-based junior high schools, but has many achievements in academic and non-academic fields.

C. Object and Subject of the Research

This sub chapter explains about object and subject of research to find out research information about the The Cooperative Learning Implementation of *Send a Problem* Technique in Teaching Writing to the Seventh Grade at SMP Sambas IBS Purbalingga

1. Subject of the Research

Research subjects are informants who will provide information related to the research. In this study, the researcher observed how the cooperative learning technique was applied by using the *Send a Problem* technique. One of the English teachers at Istiqomah Sambas Purbalingga Junior High School acted as an informant in this study to obtain information from the English teacher at Istiqomah Sambas IBS regarding the research data collection procedure. This is because the teacher has implemented the send a problem technique in teaching writing. Not only the teacher, and eight students from four classes. Each class is taken two students at SMP Istiqomah Sambas IBS Purbalingga.

2. Object of the Research

The object in this study is:

- a. The implementation of *Send a Problem* Technique in Teaching Writing to the Seventh Grade at SMP Sambas IBS Purbalingga.
- b. The advantages and disadvantages of the implementation *Send a Problem* Technique in Teaching Writing to the Seventh Grade at SMP Sambas IBS Purbalingga.

D. Techniques of Collection Data

To get relevant results, this study uses data collection as follows:

1. Observation

Observation is one of the empirical scientific activities that is based on field facts or texts, through sensory experience without using manipulation. The purpose of observation is description to be able to approach social phenomena, an observer needs to have access to the research setting and subject (Hasanah, 2017).

The study used non participatory observation, the data collection technique is carried out by observing, recording, and also studying the object of participant. The instruments used for observation were observation guideline, observation guideline were used to write everything that happened during the learning activity from the opening until closing. The teacher as the subject of this observation.

The reason of the observation to directly observe *Send a Problem* type cooperative learning during the observation to record the findings. This activity was carried out to dig up accurate and factual information about the use of send a problem technique in learning writing in 7th grade of SMP Istiqomah Sambas IBS Purbalingga. In this case, it has been done by coming directly and seeing the activities carried out in class at March 22nd until 28th, 2024. The researcher used observation guidelines in the form of checklists and video recordings. The researcher conducted four observations to collect data in the field.

2. Interview

Interview is a communication process between researcher and informants that aims to obtain certain information relevant to the research topic (Creswell, 2014). This research used a type of semi-structured interview that is not conducted in a formal setting and contains facts about the situation or activities at the research location as well as the opinions of the informants (Farida, 2014).

This study conducted interviews with teacher of Istiqomah Sambas IBS Putri Junior High School about the implementation of Send a Problem type cooperative learning in teaching writing. Interview session was conducted with an English teacher of seventh grade. The questions to be asked is about the teacher's implement in using cooperative learning type Send a Problem. Not only the teacher, the seventh grade students of Istiqomah Sambas Purbalingga Junior High School represented by two students in each class were also asked for information as the recipients of the material using the cooperative learning model and also to match the

results of the interview that had been conducted with the teacher. Using an interview list, the researcher conducts guided, direct conversations with interviewees to collect data. Interview was conducted two meetings during 25 March 2024 – 27 March 2024.

3. Documentation

Documentation is a method of obtaining data in the form of records transcripts, books, magazines, and so on. Other than that, documentation is used to obtain data (Sugiyono, 2011). In this study, documentation was collected from the teacher documentation by analyzing the lesson plan made by the English teacher. The documentation obtained information about learning objectives, activities carried out by English teachers in the classroom and materials delivered by English teachers. The documentation will strengthen the results that have been obtained in research.

E. Techniques of Data Analysis

According to Sugiyono, data analysis in qualitative research is carried out at the time of data collection and also after completing data collection within a certain period of time (Sugiyono, 2011). According to Miles and Huberman (1994), there are three kinds of approaches to data analysis :data reduction,data display and conclusion.

1. Data Reduction

In this study, researcher combined observation, interview, and documentation techniques to complete the data. In this research, to obtain all data. The data was in the form of field observation notes, teacher transcriptions in English classes, and transcription of the interview. This research collects the data listed on. Then the data was summarized, the data was sorted considered important and eliminate data that is considered unimportant from field notes, teacher transcriptions in English classes, and transcription of the interview. Only technique *Send a Problem* inside teaching writing that were a source of concern for the study to analyze

data. Parts that were not included in the *Send a Problem* section were not included as data.

2. Data Display

Data display is a type of data presentation that takes the form of a brief presentation, graphic, or diagram that depicts the relationship between two parts (Sugiyono, 2011). The format for presenting qualitative data can be in the form of narrative text in the form of field notes, matrix, graph, network and chart (Danuri & Masiroh, 2019).

After selecting the important things needed in the data reduction and then performing data display, the data results can be described in the form of a description.

3. Verification

The final step in qualitative data analysis is to draw and validate conclusions. The stage of conclusion drawing and verification occurs when researchers obtain strong evidence to support their research (Danuri & Masiroh, 2019).

The instrument is an open-ended or unstructured observation guideline, and the method of data collection is observation. Similarly, if the instrument is in the form of a library or a document, as well as the data collection methodology documentation, Measurement is a process that compares the properties that must be measured with the measuring tool (Anufia, 2019).

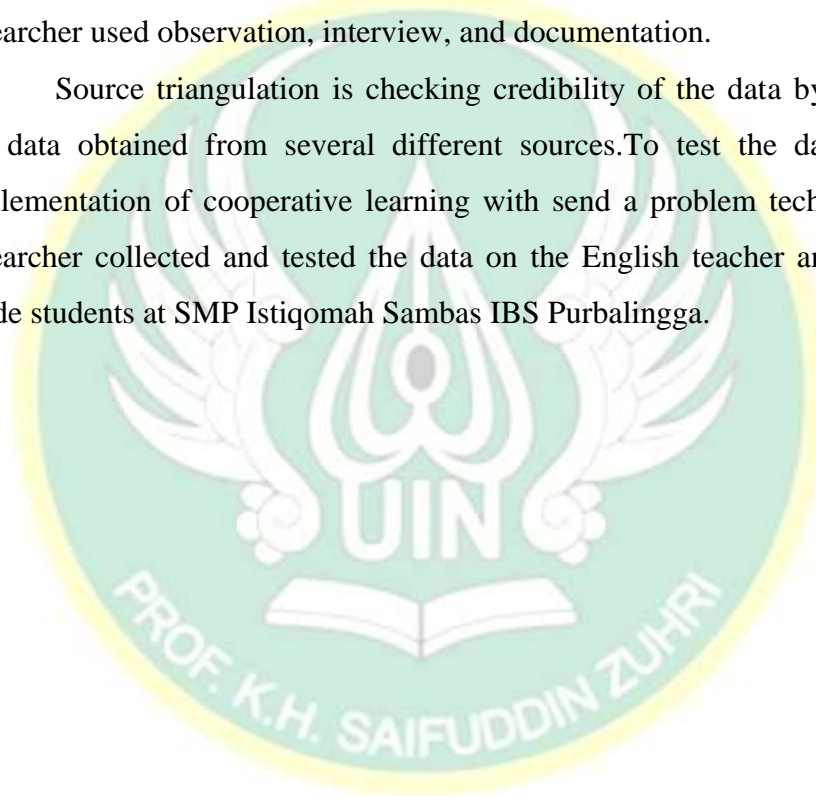
This data validation was conducted from the implementation of the send a problem technique in teaching writing at Istiqomah Sambas IBS Purbalingga Junior High School. Thus, presented and checked the truth of the data obtained from the beginning to the end.

F. Triangulation

In data collection techniques, triangulation is defined as a technique of data collection technique that combines various existing data collection techniques and data sources (Sugiono, 2016). Triangulation technique, means that researchers use different data collection techniques to get data from the same source.

Non-participatory observation was used in this study, in-depth interviews, and it is supported by the analyzis from teaching module for the same data source simultaneously. In applying the triangulation technique, the researcher used observation, interview, and documentation.

Source triangulation is checking credibility of the data by checking the data obtained from several different sources. To test the data on the implementation of cooperative learning with send a problem technique, the researcher collected and tested the data on the English teacher and seventh grade students at SMP Istiqomah Sambas IBS Purbalingga.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, researcher presents data analysis and discussion to answer research questions that have been collected in interviews, observations, and documentation. The important point in this chapter is to analyze the implementation of *Send a Problem* technique in teaching writing and identifying the advantages and disadvantages according to the implementation that technique in 7th grade at SMP Sambas IBS Purbalingga.”

A. The Implementation of *Send a Problem* Technique in Teaching Writing

1. The Preparation of Send a Problem Technique in Teaching Writing

Things that need to be prepared in advance by the teacher before the learning process using the send a problem type cooperative learning model. From the results of the interview researcher conducted with the teacher on Friday, March 25, 2024 regarding the implementation of the cooperative learning model with the send a problem technique in learning to writing in seventh grade, the teacher said that the preparation done by her before applying the learning method as done by the teacher in general, preparing module, and preparing learning strategies and media.

This is also confirmed by the results of the teacher interview below:

“I have to prepare things for tools and materials. Because the technique is send a problem, it's like sending a letter. Prepare the letter, what ideas we will put in the letter, then the teaching module and other tools such as LCD, learning resources from textbooks and the internet.” (Translated in English) (Interviewed with the teacher on March 22, 2024).

Based on the interview above the preparation of the teacher will be explained below:

a. Module

Before learning, the teacher has prepared the teaching module. The use of teaching module, the teacher does not use it as a whole,

there are some activities that are collaborated with the teacher's creativity by adjusting the class conditions.

b. Strategies and media

The learning strategy chosen by the teacher in learning is the cooperative learning type send a problem. The teacher also prepare envelopes, ideas, and pictures used in learning. The teacher used LCD, whiteboard, laptop, paper for teaching writing.

c. Material

Materials are prepared by sourcing from books and also the internet.

2. The Procedure of Send a Problem Technique in Teaching Writing

The data has been taken from the results of interviews and observations with one English teacher and eight students from four classes. Each class is taken two students at SMP Istiqomah Sambas IBS Purbalingga. The observation was conducted at SMP Istiqomah Sambas in classes VII.1, VII.2, VII.3, and VII.4. Observations and interviews were conducted from the 22nd of March until 1 st April 2024. In the interview, the teacher and students were asked to answer several questions related to the procedure of the send a problem technique. After collecting the data, then analyzed the data.

Based on the observations in seventh grade, when teacher used the *send a problem* technique, students became more active in learning. During the interview, the teacher also said that the use of the *send a problem* technique not only made students interested but the technique could also train students' critical thinking.

This is also confirmed by the results of the teacher interview below:

“Before using the send a problem technique when learning English, some students were sleepy, some even slept during the lesson.”
(Translated in English) (Interviewed with the teacher on March 22, 2024).

Based on the interview above, the teacher said before using *send a problem* technique that in teaching English at Istiqomah Sambas IBS Junior High School, there were obstacles because most students were less interested in English. Sometimes, in learning, there were students who still went to sleep in class. Their interest and understanding of English were lacking, which had an impact on the results of their evaluation. The teacher also said that many students still answered assignment questions carelessly.

After acknowledging those circumstances, one of the reasons why the teacher used the cooperative learning method with the *send a problem* technique was because the teacher intended to provide interesting problems in accordance with the material. This made the teacher create a different classroom atmosphere by using one of the techniques from the cooperative learning method, namely the *send a problem* technique.

Based on the data of this research, there are several procedures used in the *send a problem* technique namely dividing the group, distributing topic, receiving and making notes for new folder from other group, and presenting the discussion result which will be explained below (Brakley, 2005):

a. Dividing the group

This context discussed the results of the observation was conducted randomly by appointing eight students from four classes, and each class was taken two students at SMP Istiqomah Sambas IBS Purbalingga to be interviewed about dividing the group.

Based on the observations made, the teacher divided the class into five groups, with one group consisting of six students. The group is divided based on the study group. Each class in the school had its own study group, which was separated by the homeroom teacher.



Picture 4.1. Students were in their respective groups.

Based on picture 4.1, after the teacher has divided the students into groups and all of them were in their respective groups, the teacher's first step is to delivered the material and discussed the learning objectives. To obtain good learning outcomes, the teacher had used auxiliary media in the learning process, including learning videos and image media.

In the video, the teacher showed a video of people eating food and some pictures of food and drinks. After showing the video and pictures, the teacher asked the students what they had seen based on the video and pictures that had been shown. And students mentioned their answers in Indonesian.

This is also confirmed by the results of the teacher interviews below:

“...For the division of the groups, I divide the groups in each class according to the students' study groups, where each class has been divided per study group by the homeroom teacher. And the teacher divided it heterogeneously.” (Translated in English) (Interviewed with the teacher on March 22, 2024).

Based on the results of the interview, the teacher explained that group division was carried out by assigning students to study groups that had been determined by the homeroom teacher. This division was based on the results of diagnostic evaluation students' current knowledge, skills, strengths and weaknesses in a particular subject.

Diagnostic evaluation is a form of initial assessment or pre-test to measure students' abilities intellectually, emotionally and ideologically (Riswan, 2024). From the results of this assessment, teachers can evaluate and identify students' level of proficiency or level of understanding before starting new learning. The division of this group was according to the level of student ability, which means that in one group there were high-level academic students, average-level academic students, and low-level academic students.

Transcript of observation

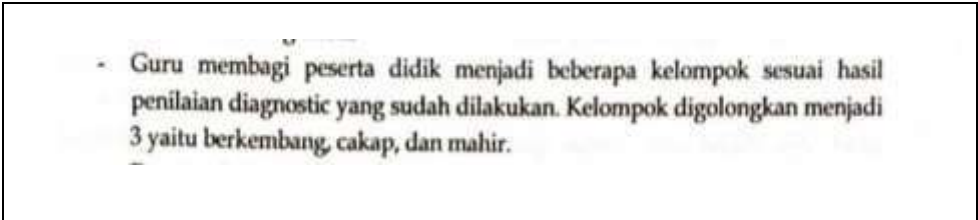
Teacher: "I invited you to make groups with the grouping system that had been determined by the homeroom teacher."

Students: "All right, Ustadzah.."

Teacher: "Please, group one, group two, group three, group four, and group five, please, come forward and join the learning group that has been determined."

Students: "Okay Ustadzah.."*(Translated in english)(Observation with the teacher and students on 22nd of March 2024)*

The observation transcript above is the same as that in the teacher teaching module in the dividing the group section, which can be proven in the picture below.

- 
- Guru membagi peserta didik menjadi beberapa kelompok sesuai hasil penilaian diagnostic yang sudah dilakukan. Kelompok digolongkan menjadi 3 yaitu berkembang, cakap, dan mahir.

Picture 4.2. Dividing the group stage in teaching module

Based on the results of the observations, interviews, and documentation above, it can be concluded that the group division

carried out is as follows: teacher have groups in the classroom by dividing students in their designated study groups. Study groups had been divided heterogeneously. Students were in one group with other students who have different characteristics. Groups have been divided based on level academic background. Different attributes and groups had been divided based on developing, proficient, and advanced students.

Heterogeneous group division based on diagnostic tests is a commonly used strategy in education to form study groups with diverse ability levels (Sanjaya, 2016). The group division model in the cooperative learning model was between 4 and 6 people who had different academic backgrounds (Shamdani, 2020). The teacher divided the students into small groups. Then each group chooses a topic on which to base a review or critical thinking question (Adam, 2020).

b. Distributing the Topic

This context discussed the results about distributing the topic. The second step, after dividing the groups, is to distribute the topics. In the distribution of topics, the teacher had distributed different topics to each group. Based on the observation, the topics created by the teacher were distributed to each group of five students. *Send a problem* is the technique of sending a problem. In this lesson, the teacher gave the students a problem that was not a complex one.



Picture 4.3. The teacher distributed topics to be shared with students.

Based on picture 4.3, it can be explained, to spark discussion and determine the topic, the teacher got creative. In this case, the teacher presented an implicit problem. Each group received an envelope containing colored paper. The color determined the topic related to food or drink that the group would explore. The teacher walks around the classroom, handing out the colorful envelopes. Every groups received one, the teacher explained how the groups will proceed with their learning activities.

This is also reinforced by the results of the teacher interview below:

“The topic selection here means a problem. The problem given to students is not a complex problem. They are asked to express their ideas, so the goal is how children can solve the problems that we have provided in the envelope. In the envelope, there are colorful papers; each paper envelope has a different color.” (Translated in English) (Interview with the teacher on October 27, 2023).

In the interview, the teacher explained that in the distribution of topics, the topics chosen were not complicated topics. The teacher had put colored paper into envelopes with different colors in each envelope. In distributing topics, the teacher prepared envelopes containing different colored paper. The colors contained in the envelope were green, yellow, orange, white, and red. Then the students were asked to write their ideas on the blank paper given by the teacher.

In the activity of distributing topics, the teacher also provides blank paper. The blank paper was distributed to the group, which used to write the results of the students' discussion. Then the teacher gave instructions to the students. The teacher instructed the students to open the envelopes that had been distributed. Students opened the envelopes when the teacher had instructed them to do so. In the topic distribution step, the teacher explained the process of learning technique.

Transcript of Observation

Teacher : “I will give envelopes to groups one to five.”

Students : “Wow, an envelope. Is this for us?.”

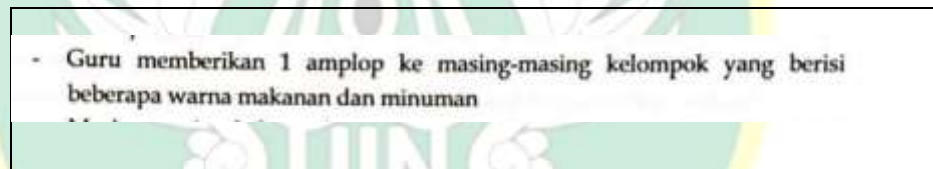
Teacher : “Yes, that's right for you. After that, please pay attention to the instructions from me, if I say open, you can open the envelope.”

Students : “Yes Ustadzah..”

Teacher : “Inside the envelope there is colored paper, as in the example, I am holding an envelope. Inside the envelope there is purple paper, and then you write purple food or drink. Do you understand?”

Students : “Okay Ustadzah, we are understand.” (*Translated in English*)(*Observation with the teacher and students on 22nd of March 2024*)

According to the transcript of observation, the teacher also stated that this stage of distributing topics is the same as the activities carried out by teaching module. This can be proven in the picture below.



- Guru memberikan 1 amplop ke masing-masing kelompok yang berisi beberapa warna makanan dan minuman

Picture 4.4 . Distributing the topic stage in teaching module.

In topic division, the teacher asked each group to think of a situation related to the topic and write it on a card or a piece of paper. The topic can be from the students or chosen by the teacher (Noermanzah *et al.*, 2018). After the teacher has grouped the students and explained the activity and time limit. After that, the teacher could start distributing envelopes to each group (Pujiani, 2019). They will be responsible for the topics they have been assigned because the success of the group depends on them (Irsyaduna, 2021).

In this case, it was the teacher who made the topic so that students only accepted the topic made by the teacher. The teacher had prepared the topic before the learning began. The topic chosen in the

learning was "food and drink." After each group had been assigned a topic, the teacher gave an explanation for the start of their work.

c. Receiving and Making Notes for New Data from Other Group

This context discussed the results about receiving and making notes new data from other group. After distributing the topics, the next step is receiving envelopes from other groups. Based on the observation, after the students got the topic, they were given 2 minutes to work on it.



Picture 4.5. Students discussed in groups, given 2 minutes.

Based on picture 4.5, it can be explained, the teacher used colored paper as a unique way to assign topics. Each group received an envelope containing colored paper. The teacher set a time limit of 2 minutes for each envelope. Students were instructed to write down all the food and drinks they could think of in English. The specific words they wrote depended on the color of the paper inside the envelope. This implies there might be a connection between the color and the type of food/drink expected, such as "red" for fruits or "blue" for beverages.

After the time was up, the envelope was given to another group. For example, group one was given to group two, and so on. Each group would get five colors, namely red, green, orange, white, and yellow.

The teacher was around to observe learners who were working in groups, and if learners found things they didn't understand.

The teacher had provided opportunities to ask about things that had not been understood by students. The teacher provided assistance to learners in groups for problems that were considered difficult. The teacher gave directions to learners in groups to solve problems carefully and thoroughly.

This is also confirmed by the teacher in the interview:

"I give them 2 minutes to work on each problem. They write down the ideas of each student in their group actively, and after the time is up, I immediately give the envelope to another group."(Translated in English) (Interviewed with teacher on March 22, 2024).

In the interview, the teacher explained, each group member actively participated. Some students took the lead in writing down the food and drink vocabulary, while others brainstormed ideas and called them out for their teammates to record. This detail paints a clearer picture of the classroom activity. The emphasis was on teamwork. Students were not expected to work individually within their groups. Some students took on the writing task, while others contribute ideas verbally. This allowed everyone to participate and leverage their strengths. The 2-minute time limit created a sense of urgency and encourages rapid recall and idea generation.

In the activity students make new data, every students in a group was asked to think of a situation related to the topic and write it on a card or piece of paper (Kris *et al.*, 2016). In each team tried to create a solution, they made sure every member of the group could contributed and defend the group's position (Nasichah, 2023). One person's success will affect the success of the group, and likewise, the success of the group will affect the success of individual students.individual students (Lestari, 2016). In this activity, students had discussed and solved the topic that had been received. students written the results of their

discussion on a piece of paper that had been given by the teacher. The teacher helped, as a facilitator, convey information to distant groups.

This step is also confirmed by the results of the interview with the teacher below:

" In this activity of recording new findings, the whole group gets an envelope, so this step is done several times." (Interview with teacher on March 22, 2024).

The process of receiving and making notes of the envelopes from other groups is repeated until the group has solved several problems (Noermanzah et al., 2018). So in this step, because the class consists of 5 groups and the envelopes provided by the teacher were 5 pieces according to the number of groups, this step is repeated and done 5 times so that each group gets a whole envelope.

Transcript of Observation

Teacher : "Do not open the envelope, if I not invited you to open it."

Students : "Okay us"

Teacher : "One, two, three, you can open the envelope." (*Translated in English*)(*Observation with the teacher and students on 22nd of March 2024*)

According to the teaching module, the teacher also stated that this stage of receiving and making new data from other group is the same as the activities carried out by transcript of observation. This can be proven in the picture below.

- Masing-masing kelompok mempunyai waktu 2 menit untuk menjawab LK sesuai dengan warna yang didapat diamplop
- Masing-masing kelompok menuliskan beberapa *food and drink* sebanyak-banyaknya berdasarkan warna yang didapat selama 2 menit dengan timer yang di paparkan di proyektor
- Peserta didik bersama dengan kelompoknya dan dengan bimbingan guru melakukan kegiatan sesuai dengan petunjuk di LK.

Picture 4.6 Making notes stage in teaching module

Based on the observations and interviews above, it can be concluded as follows: In the activity of receiving folders from other groups students were given two minutes to write down the results of discussions with their groups. After the time is up, the envelope was relayed to another group. In the activity of making notes, the activity was carried out five times until all groups got the overall folder that had been made by the teacher.

d. Presenting the Discussion Result

This context discussed the results about presenting the discussion result. Based on the observation, the teacher instructed all students in each group to give representatives of two students to present the results of their discussion. The last step was the presentation activity. Each group had delegated two students.

For each group that came forward, the teacher had given them the opportunity to presented the results of the discussion according to the folder that got the most ideas. For example, in group one, in an envelope containing a white folder, they wrote down the most ideas, and then group one presented the white folder. After the discussion session, it was followed by a question and answer session, other groups can add answers if the group that came forward has not mentioned them.



Picture 4.7. Each group presented the results of their discussion.

Based on picture 4.7, it can be explained that each group was asked to represent two children to present. They presented the results of their discussion. Each group presented different results. For example, group one presented an envelope containing white paper. After the presentation session, the teacher asked the students, "From the presentation made by group 1, is there anything different from what your group wrote?" The students answered, "Yes." The students answered, "Yes." The students answered, "Yes, ma'am." Then the teacher and students corrected the answers together related to the writing of each group that had advanced.

This step is also confirmed by the results of the interview with the teacher below:

"The last step is the presentation step. After they finish the five envelopes that I have given them, they have a presentation session. For the presentation of each group, there are two students who come forward." (Translated in Indonesian) (Interview with the teacher on March 22, 2024).

After they made their presentation, then the teacher corrected the results of their discussion. The teacher also asked questions of the students. The students enthusiastically answered the questions. After all the students came forward, the teacher gave feedback to help students improve their writing. In addition to guiding, correcting, and giving feedback, the teacher has also given awards to students who have read and presented their writing in front of the class.

The teacher stepped in after the student presentations to refine the learning experience. The teacher went beyond simply correcting information. They actively engaged the students by asking them questions. This teacher's approach fosters a dynamic learning environment. By correcting results and prompting questions, they ensure students learn from each other's presentations and move beyond simple information recall to deeper analysis and discussion.

Transcript of observation

- Teacher : “After all the work has been done, after this there is a presentation step.”
 Students : “Okay Ustadzah.”
 Teacher : “Have you finished?”
 Students : “Just a moment, Ustadzah”
 Teacher : “It's okay, please group one come forward.”
 Students : “Okay ustadzah..”
 Teacher : “For the others please prepare”
 Students : “Okay Ustadzah” (Translated in English)(Observation with the teacher and students on 22nd of March 2024)

According to the teaching module, the teacher also stated that this stage of receiving and recording new folder from other group is the same as the activities carried out by teachers and students. It happened the same with the transcript of observation. This can be proven in the picture below.

- Guru memberikan kesempatan pada perwakilan kelompok untuk menyajikan hasil diskusi dengan
- Peserta didik yang lain dan guru memberikan tanggapan dan menganalisis hasil presentasi

Picture 4.8. Presenting the Discussion stage in teaching module

From the teaching module, it can be explained that in the presentation step, the teacher provides an opportunity for each group to present the results of the discussion. Students and teachers give responses to groups that have been presented.

When the discussion is completed, students are required to present in front of the class in rotation by allowing one of them to lead the case discussion (Brakley, 2005). The last step is to present the results of the writing in front of the class to be discussed and decided together (Kris et al., 2016). The conclusion from the results of interviews and observations made was that the last step of this technique was presentation, where each group presented the results of its discussion, and each group was represented by two students. The teacher freed each group to invite two people to present the results of the discussion in their group.

3. The Evaluation of Send a Problem Technique in teaching Writing

Not only interviews about preparation and procedures for using send a problem technique. However, in this study also conducted a few interviews about the evaluation. This interview was conducted 22nd of March 2024 about the type of evaluation used by teacher for their students, as evidenced by the interview answers as follows:

”For evaluation activities, carried out at the end of the activity, students are asked to write sentences according to the commands that the teacher has given.” (Translated in English) (Interviewed with the teacher on March 22, 2024).

Based on the data, after all groups discussed the results of the discussion, they were invited by the teacher to return to their respective seats, then the teacher asked the students about the learning, whether

there was something unclear about the lesson, because no one asked, then the teacher carried out a learning evaluation, students were asked to prepare books and work on questions for evaluation, the problem is that students are asked to write down the vocabulary they have acquired during learning by listening to the teacher's words. After completing the evaluation, the teacher ends the lesson by asking the students "how was the lesson?" The students answered "I enjoyed it, ma'am, it was fun, easy to understand", after which the teacher ended the lesson by saying hello.

B. The Advantages and Disadvantages of the Implementation *Send a Problem Technique*

In this section, the researcher presents the research results. The researcher will explain the the advantages and disadvantages of the implementation *send a problem* technique. This data was obtained by observing and interviewing the teacher and students.

1. The Advantages of *Send a Problem Technique*

According to the results of the data obtained by observing and interviewing the English teacher and the teacher's and students perspective on learning English by using the *send a problem* technique, there are three advantages: students become more active, it trains students' critical thinking, and it helps them solve problems.

a. Students are becoming more active.

The first advantage of the *send a problem* technique is that students become more active. With this technique, they worked together in groups, and each student in the group also interacted with each other. By using the technique, students could became more active because they learned in groups, where in one group they had to cooperate with each other for their work to be completed. Students showed courage in expressing their opinions. They had the desire to argue and try new things. They tried their best to complete the task well.



Picture 4.9. Students actively discussing in groups

Students who were interested in studying English shown enthusiasm throughout the process. Additionally, the percentage of students experiencing sleepiness decreased throughout cooperative learning classes. They seem motivated to do their best when they see their friends successfully carrying out their duties. If seen from the student's perspective, doing that technique the activities reduces students' sleepiness in class.

Based on the results of the interview with the teacher below:

"For the level of activeness of students it varies, but for seventh grade , I rated it more active than usual. I also use learning methods or techniques other than the send a problem technique but when I use the send a problem technique. I rate the level of activeness of children more active than usual". (Translated in English) (Interviewed with the teacher on 25th March 2024).

Based on the interview, the teacher said that the students looked enthusiastic about carrying out the cooperative learning activities. They were enthusiastic about taking English classes from start to finish.

This is also reinforced by interviews with student who said:

The English lesson is active. But sometimes I like to be sleepy. The learning was more active because for those who were active will get points because of they were active. (Translated in English) (Interviewed with the student AR on 25th March 2024).

Based on the results of the interview above, it can be concluded that by used the *send a problem* technique, students could be more active than in previous learning. The teacher's purpose in using this technique was to create a classroom atmosphere that was not boring and increases students' interest in learning. The observation results also show that students became more active and the classroom conditions became exciting and not monotonous.

Based on some of the observation and interview above, the advantages of using this *send a problem* technique encourage all students to actively participate in the learning process students really enjoy learning (Timmo, 2020). Successful cooperative activities lead to enhanced student accomplishment and participation (George, 2017). The teacher also said that students become more expressive in learning. Students become more confident and dare to perform in front of the class, and when discussing they are also active and enjoy learning.

- b. The *Send a Problem* technique can trains students in critical thinking.

Based on the observation, students were enthusiastic about learning. Students enthusiastically discussed in groups. The teacher used envelope media, which contains colored paper. Students discussed writing food and drinks in English according to the color of the paper in the envelope.

The second advantage of the *send a problem* technique for students that the *send a problem* technique can train students to think critically. By used the *send a problem* technique, students were more enthusiastic and interested in learning English.

Based on the results of interviews with teachers:

"This technique can improve students' critical thinking. When using envelope media, then inside the envelope there are colored papers and then they are immediately like on fire. wow this is color, we tell them what to do." (Translated in English) (Interviewed with the teacher on 25th March 2024).

Based on the interview results, the teacher said that this technique can encourage students to think critically so that they can explain the learning material well, both individually and in groups. This had a positive and significant effect on students' critical thinking and learning.

This is also reinforced by interviews with students who said:

"In my opinion, it is easier to understand. Even though there was an envelope with different colored paper inside. We were more challenged, and it was more exciting." (Translated in English) (Interviewed with the student BR on 25th March 2024).

Based on the results of the interview above, it could be concluded that the *send a problem* technique could train students' thinking to write English because the teacher did not use send a problem every day. Students were not used to the technique. It made them more interested in learning, and students feel interested. Besides that, they are more excited.

Based on the observation and the interview above, the advantage of using the *send a problem* technique is that it can train students to think critically because students are more careful and thorough in solving a problem (Syaifullah, 2021). Critical thinking skills are developed through group discussions, presentations, and conveying opinions in the form of academic learning (Fahrizal, 2019).

- c. The *send a problem* technique helps them solve problems.

The third advantage of *send a problem*, It helped the students solve problems. The students solved problems in a group. Solving problems implicitly. They solved them by exploring their problems in groups. It was confirmed from the observation that students did their

duties by looking at the dictionary. Every student learning English is obliged to carry a dictionary.

Based on the interview with the teacher below:

"The last providing and solving the interest problem. Besides the students can explore the teacher's work sheets also exploring the ideas that we have to provide. We put the problem in the envelope that's full text later it can get the students bored, implicitly so make them guess." (Translated in English) (Interviewed with the teacher on 25th March 2024).

This is also reinforced by interviews with students who said:

" My group is active, so all work, if it's like that, the task becomes lighter, because we work together." (Translated in English) (Interviewed with the student on 25th March 2024).

They were faced with solving problems in groups. To complete their assignments in groups, students worked together with each other to understand the learning material and achieve common goals. Based on the results of the above interview, it can be concluded that, based on several of the observations and interviews above, the advantages of using the send a problem technique were to try to solve a problem as a group and then pass the problem and solution to a nearby group who did the same, the final group evaluates the solutions (Jossey, 2018). Students involved in a discussion to solve a problem (Pujiani & Rochsantiningih, 2019).

2. The Disadvantages of Send a Problem Technique

According to the teacher, there are two disadvantages to using a *send a problem* technique for the teacher and the students, namely time management and only for certain materials. The disadvantages of sending a problem, according to teachers, will be explained below:

a. Time management

The first disadvantage of the *send a problem* technique was time management. Based on the observation, there was a time limitation of learning hours during Ramadan of only one hour, so learning must be maximized. During the observation, the students worked well together. However, according to the teacher's experience,

some groups did not maximize the presentation session due to time constraints. Based on the results of the interview below:

“Because the learning time in Ramadan is only 1 hour or 60 minutes, so the learning is maximized.” (Translated in English) (Interviewed with the teacher on 22nd March 2024).

Based on the statement, it can be concluded that time restrictions occur due to the need for teachers to complete the subject syllabus. requires good cooperation between students and teachers. In the discussion about completing the task, they made groups of students work together. The disadvantage of the problem-solving technique is time management. This extended time frame could be a disadvantage in situations where time is limited (Timmo, 2020). To understand and comprehend learning, cooperation takes time (Ainun, 2020). But by summarizing the activities, all activities can be carried out until completion. In addition, this solution also makes the activities less boring, which helps students enjoy the learning process.

b. Limited range of suitable material

The second disadvantage of sending a problem technique is that it is limited range of suitable material. This was also evidenced during the observation of the material at that time, namely food and drink. The students could vary their answers. The use of send a problem cannot be used for all materials. This technique has a tendency to teach students to have a strong focus on problem solving.

Based on the results of interview with teacher below:

In my opinion, this technique is not all materials that can use the send a problem technique, only certain materials that students can think of answers that have many varied answers. (Translated in English) (Interviewed with the teacher on 25th March 2024).

From the interview above, it can be concluded that the *send a problem* technique cannot be used for all materials. This was also evidenced during the observation of the material at that time, namely food and drink. The students could vary their answers. The *send a*

problem technique may not be equally applicable to all subjects or types of problems (Timmo, 2020).



CHAPTER V

CONCLUSION AND SUGGESTION

There are three sections in this chapter. The first section contains conclusions based on the results of the research. The second section is about the limitations of the study. The final section is the researcher's suggestions for teachers and future researchers.

A. Conclusions

The purpose of this section is to investigate of the implementation of *send a problem* in teaching writing and examine the advantages and disadvantages of implementing *send a problem* technique in the 7th grade at SMP Istiqomah Sambas IBS Purbalingga. After presenting the data and analyzing the data, it can be concluded in the following paragraphs:

The conclusion of the first research question is the implementation of *send a problem* technique in teaching writing. Based on the results, it was found the implementation of *send a problem* technique four steps. The steps in implementing *send a problem* technique are dividing the group, distributing the topic, receiving and making notes for new folder from other group, and presenting the discussion result.

The conclusion of the second research question concluded about the advantages and disadvantages of implementing *send a problem* technique in teaching writing. There are three advantages of implementing *send a problem* technique, namely students are becoming more active, it trains students in critical thinking, it helps them solve problems. Then, there are two disadvantages to implementing *send a problem* technique for students and teachers. The first disadvantages was time management. The second disadvantages was limited range of suitable material.

B. Limitation of the Study

Observation activities were hampered by midterm exams. So, this research waited until the midterm exams were over. The solution is that before making observations, the first thing that is done is to confirm with the teacher to make observations. Thus, knowing the time of the research implementation.

C. Suggestion

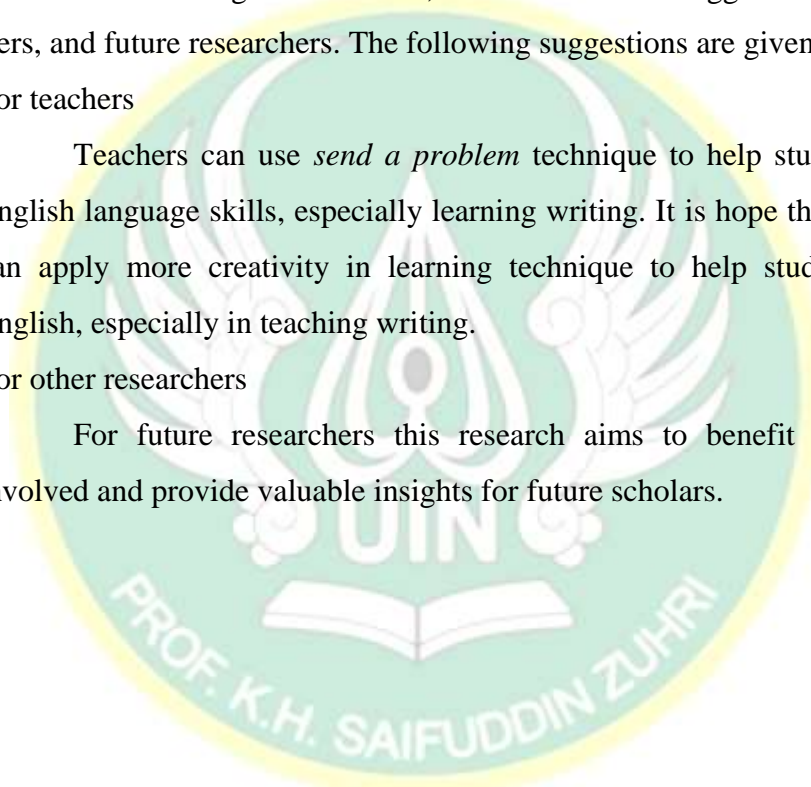
After conducting this research, there are several suggestions given to teachers, and future researchers. The following suggestions are given:

1. For teachers

Teachers can use *send a problem* technique to help students their English language skills, especially learning writing. It is hope that teachers can apply more creativity in learning technique to help students learn English, especially in teaching writing.

2. For other researchers

For future researchers this research aims to benefit all parties involved and provide valuable insights for future scholars.



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APPENDICES

APPENDICES

Appendix 1: Observation Guideline

Observation guideline revision

Observasi, materi, guru, siswa

OBSERVATION CHECKLIST

Observasi ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas 8 SMP Istiqomah Sambas Putri Purbalingga.

- Jadwal Observasi :
- Waktu :
- Topik :
- Kelas :
- Guru :

Pembagi

No.	Indikator	Ya	Tidak	Penjelasan
1.	Guru mengawali pembelajaran dengan salam, salam, dan memeriksa kehadiran siswa.			
2.	Siswa merespon salam, salam dan kehadiran oleh guru.			
3.	Guru melakukan absensi kehadiran peserta didik			
4.	Peserta didik dengan bimbingan guru melaksanakan icebreaking untuk mengantarkan pembelajaran agar menyenangkan.			
4.	Guru mengulas materi pertemuan sebelumnya.			
5.	Siswa menjawab pertanyaan guru terkait materi sebelumnya.			
6.	Guru membagi peserta didik menjadi beberapa kelompok.			
7.	Guru mengumpulkan peserta didik berdasarkan kelompoknya			
8.	Setiap kelompok diberi amplop yang berisi permasalahan untuk di selesaikan.			
9.	Peserta didik diberikan waktu untuk menyelesaikan permasalahan.			
10.	Setiap kelompok maju untuk mempresentasikan hasil diskusinya.			
11.	Guru meriview materi yang telah dipelajari			
12.	Guru menyimpulkan materi pembelajaran.			
13.	Guru mengevaluasi sesuai materi			

Putri

Zenitra

OBSERVATION GUIDELINES

Observasi ini ditujukan kepada guru bahasa Inggris yang mengajar di kelas 8 SMP Istiqomah Sambas Putri Purbalingga mengenai implementasi pembelajaran kooperatif *Send a Problem*.

Jadwal Observasi :

Waktu :

Topik :

Kelas :

Guru :

No.	Indikator	Ya	Tidak	Penjelasan
Implementasi teknik <i>Send a Problem</i>				
1.	Guru membagi peserta didik menjadi beberapa kelompok. (Dividing the group).			
2.	Guru mengumpulkan peserta didik berdasarkan kelompoknya. (Distribute topics).			
3.	Setiap kelompok diberi amplop yang berisi permasalahan untuk di selesaikan. (Receiving new folders from other group).			
4.	Peserta didik diberikan waktu untuk menyelesaikan permasalahan. (Making a notes for new data).			
5.	Setiap kelompok maju untuk mempresentasikan hasil diskusinya. (Students present their results).			

Observation guideline after to the expert

Appendix 2: Interview Checklist

INTERVIEW CHECKLIST

Wawancara ini ditujukan kepada guru Bahasa Inggris yang mengajar di kelas 8 SMP Istiqomah Sambas Putri Purbalingga mengenai implementasi pembelajaran kooperatif *Send a Problem*.

Jadwal

Wawancara

di

Waktu :

Kelas :

Guru :

No.	Indikator	Penjelasan
1.	Apa yang Ibu ketahui tentang model pembelajaran kooperatif tipe <i>Send a Problem</i> ? Mohon jelaskan.	
2.	Apa alasan Ibu menggunakan model pembelajaran tersebut? Mohon jelaskan.	
3.	Media dan sumber apa yang Ibu gunakan dalam pembelajaran kooperatif tipe <i>Send a Problem</i> ?	
4.	Bagaimana ibu mengawasi pembelajaran Bahasa Inggris dengan menggunakan metode kooperatif <i>Send a Problem</i> ?	
5.	Apakah sebelum melaksanakan model pembelajaran tersebut Ibu menjelaskan materi pembelajaran terlebih dahulu? Mohon jelaskan.	
6.	Bagaimana langkah- langkah yang digunakan dalam pembelajaran <i>Send a Problem</i> ?	

7.	<p>Apakah kelas dibagi? Mohon jelaskan.</p> <ol style="list-style-type: none"> a. Dalam setiap kelompok ada berapa anggota? b. Apakah ada kriteria dalam pembagian kelompok? Mohon jelaskan. c. Apakah setiap kelompok pembelajaran di bentuk dari siswa yang memiliki kemampuan tinggi, rendah, dan sedang? Mohon jelaskan. d. Apakah ada kesulitan dalam pembagian kelompok? Mohon jelaskan. 	
8.	<p>Apakah ada aktivitas membagikan topik/permasalahan? Mohon jelaskan.</p> <ol style="list-style-type: none"> a. Bagaimana cara membagikan topik? 	
	<ol style="list-style-type: none"> b. Apakah setiap kelompok topik permasalahannya sama? Mohon jelaskan. c. Apakah siswa kesulitan dalam mendiskusikan topik permasalahan yang dibagikan? Mohon jelaskan. 	
9.	<p>Apakah ada aktivitas menerima topik dari kelompok lain sehingga siswa menemukan temuan baru? Mohon jelaskan.</p> <ol style="list-style-type: none"> a. Bagaimana cara siswa menerima topik baru? b. Apakah setiap kelompok menemukan temuan baru? Mohon jelaskan. c. Apakah ada kelompok yang tidak menerima temuan baru? Mohon jelaskan. 	

10.	<p>Apakah ada aktivitas kelompok mempresentasikan hasilnya? Mohon jelaskan.</p> <ol style="list-style-type: none"> Bagaimana cara siswa mempresentasikan hasil diskusinya? Apakah setiap kelompok maju untuk mempresentasikan? Mohon jelaskan. Apakah siswa di pilih secara acak untuk mempresentasikannya? Mohon jelaskan. 	
11.	Materi apa saja yang Ibu gunakan dalam melaksanakan model pembelajaran tersebut? Mohon jelaskan.	
12.	Bagaimana usaha ibu untuk membuat kelas agar tetap kondusif saat metode tersebut diterapkan?	
13.	Bagaimana keaktifan peserta didik dalam mengikuti pembelajaran Bahasa Inggris dengan menggunakan pembelajaran kooperatif <i>send a problem</i> ?	
14.	Dari langkah – langkah implementasi pembelajaran kooperatif <i>Send a Problem</i>	
	apakah semuanya diterapkan atau adayang dilewati? Jika ada yang dilewati maka kenapa dan bagaimana implikasinya?	

INTERVIEW CHECKLIST

Wawancara ini ditujukan pada siswa di kelas 8 SMP Istiqomah Sambas PutriPurbalingga mengenai implementasi pembelajaran kooperatif *Send a Problem*.

Jadwal

Wawancara

ra :Waktu :

Kelas :

Siswa :

No.	Indikator	Penjelasan
1.	Bagaimana persiapan anda sebelum proses pembelajaran dimulai?	
2.	Bagaimana proses pembelajaran yang anda ikuti?	
4.	Apakah saudara menyukai pembelajaran dengan cara yang diajarkan oleh Ibu guru? Mohon jelaskan. <ol style="list-style-type: none"> Apakah Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan. Apakah topik permasalahan yang dibagikan oleh ibu guru sama setiap kelompoknya? Mohon jelaskan. Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan. Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan. 	
5.	Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon jelaskan.	
6.	Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.	
7.	Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?	

8.	Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? Lebih mudah atau lebih sulit dalam memahami materi?	
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Appendix 3: The Result of Observations

Observasi 1

Kelas : VII 4

Tanggal Observasi : Jum'at, 22 Maret 2024

1. Preparation

Sebelum memasuki kelas guru mempersiapkan kebutuhan seperti menyiapkan modul ajar, kemudian media pembelajaran karena teknik yang digunakan merupakan teknik *send a problem* sehingga guru harus mempersiapkan seperti surat, kemudian idea apa yang akan di tuangkan dalam surat tersebut. Kegiatan pembelajaran di kelas berlangsung selama 1 jam pembelajaran yakni 60 menit, karena pembelajaran pada bulan Ramadhan sehingga waktu pembelajaran dipotong.

2. Opening

Guru memasuki kelas kemudian mengondisikan kelas. Setelah siswa sudah terkondisikan, guru memulai pembelajaran dengan mengucapkan salam "*Assalamu'alaikum wr.wb*" siswa menjawabnya "*Wa'alaikumsallam wr.wb*". Kemudian guru mengucapkan "*good morning class*" siswa dengan antusias menjawab dengan lagu "*say good morning, say good morning, how are you, i am very well thank you, how about you*" guru menjawab "*i am very well thank you*". Setelah itu guru mengecek kehadiran siswa dengan bertanya "*who is absent today*" dan siswa menjawabnya dengan "*no one absent today us*". Kemudian guru menanyakan kesiapan siswa untuk mengikuti pembelajaran dengan bertanya "*sudah siap mengikuti pembelajaran, dibawa kamusnya?*" siswa menjawab "*sudah, siap us*". Pembelajaran bahasa inggris di kelas tersebut wajib membawa kamus, sehingga para siswa mengeluarkan kamusnya masing – masing.

Karena pembelajaran merupakan pertemuan pertama setelah ASTS sehingga guru tidak mereview materi pertemuan terakhir dikarenakan materi baru. Setelah itu guru melakukan kegiatan brainstorming dengan menanyakan pertanyaan ke beberapa siswa yang sesuai dengan materi yang akan di pelajari, guru menanyakanya menggunakan bahasa indonesia “Laksita, apa makanan kesukaanmu?” kemudian menjawab “*meatball*”. Setelah itu guru bertanya kepada siswa “Oke, dari pertanyaan yang sudah di tanyakan oleh ustadzah ada yang tau tidak kira kira kita mau belajar apa? Ada yang bisa menebak? Siswa menjawab dengan jawaban yang bervariasi “ food, makanan, rasa”.

3. Main Activity

Setelah kegiatan brainstorming guru memulai pembelajaran dengan memberikan materi yang akan di ajarkan yaitu “*Foods and Drinks*”. Guru menyampaikan tujuan pembelajaran yakni agar siswa dapat menyebutkan vocabulary *food and drink* dalam bahasa inggris. Setelah itu guru menayangkan video yang berkaitan dengan materi yaitu video mukbang. Kemudian guru bertanya kepada siswa “setelah kalian lihat di video ada makanan apa saja, coba sebutkan” siswa menjawab “ada nasi, mentimun, rendang, selada”, setelah itu guru memberitahu kosa kata baru dalam bahasa inggris, siswa diminta untuk mengulangi ucapan kosa kata yang telah di ucapkan oleh guru.

Setelah itu guru melanjutkan ke aktivitas selanjutnya yakni membagi kelas menjadi beberapa kelompok, “oia ini sudah ada kelompok di kelas ya” “sudah us” “silahkan disini kelompok satu, kelompok dua, kelompok tiga” “kelompok empat “dan kelompok lima” “silahkan berkelompok sesuai dengan kelompok belajar yang sudah di tentukan” “siap us” satu kelas terbagi menjadi lima kelompok. Setiap siswa berkelompok svesuai dengan kelompoknya masing masing. Guru memberikan instruksi terkait kegiatan apa yang akan dilakukan dalam kelompok, “Ini ustadzah kasih amplop untuk kelompok satu sampai lima” “Untuk apa us?” “Setelah itu, coba di perhatikan, misalnya ustadzah bilang buka, kalian langsung

membuka amplopnya” “Ini misalkan kertas ini warna apa?” “Merah” “Nah kalian menuliskan makanan dan minuman sesuai warnanya” kemudian guru membagi amplop kepada setiap kelompok. Setiap kelompok diminta untuk menuliskan makanan dan minuman dalam bahasa inggris sesuai dengan warna kertas yang ada didalam amplop. Setiap satu amplop di beri waktu 2 menit untuk menuliskan vocab bahasa inggris.

Setelah waktu selesai, amplop di estafetkan ke kelompok lain, misalkan kelompok satu ke kelompok dua dan seterusnya, setelah setiap kelompok sudah mendapatkan lima warna yakni merah, hijau, oren, putih, dan kuning, mereka diminta untuk mempresentasikan hasil diskusi. Setiap kelompok di mintai dua perwakilan anak untuk mempresentasikannya.

Setelah sesi presentasi, guru bertanya kepada siswa “dari yang tadi di presentasikan oleh kelompok 1 apakah ada yang berbeda dengan yang ditulis oleh kelompok kalian?” kemudian siswa menjawab “ada bu”. Kemudian guru dan siswa mengkoreksi jawaban secara bersamasama terkait penulisan dari masing masing kelompok yang sudah maju. Pada saat mengkoreksi siswa dengan antusias menjawab pertanyaan tersebut.

4. Closing

Setelah seluruh kelompok mempresentasikan hasil diskusi, mereka di persilahkan oleh guru untuk kembali ke tempat duduk masing – masing, kemudian guru bertanya kepada siswa mengenai pembelajaran apakah dari pembelajaran tersebut ada yang belum jelas, karena tidak ada yang bertanya kemudian guru melakukan evaluasi pembelajaran, siswa diminta untuk menyiapkan buku dan mengerjakan soal untuk evaluasi. Setelah selesai evaluasi guru mengakhiri pembelajaran dengan bertanya kepada siswa “bagaimana tadi pembelajarannya?” siswa menjawab “seneng bu, asik, mudah dipahami”, setelah itu guru mengakhiri pembelajaran dengan mengucapkan salam.

Observasi 2 di kelas VII.2

Di kelas VII 2 guru juga menggunakan teknik send a problem. Berikut ini adalah deskripsi hasil observasi ke 2 di kelas VII 2 pada hari Sabtu, 22 Maret 2024:

1. Preparation

Sebelum memasuki kelas guru mempersiapkan kebutuhan seperti menyiapkan modul ajar, kemudian media pembelajaran karena teknik yang digunakan merupakan teknik send a problem sehingga guru harus mempersiapkan seperti surat, kemudian idea apa yang akan di tuangkan dalam surat tersebut.

2. Opening

Guru memasuki kelas kemudian mengondisikan kelas. Setelah siswa sudah terkondisikan, guru memulai pembelajaran dengan mengucapkan salam “Assalamu’alaikum wr.wb” siswa menjawabnya “Wa’alaikumsallam wr.wb”. Kemudian guru mengucapkan “good morning class” siswa dengan antusias menjawab dengan lagu “say good morning, say good morning, how are you, i am very well thank you, how about you” guru menjawab “i am very well thank you”. Setelah itu guru mengecek kehadiran siswa dengan bertanya “who is absent today” dan siswa menjawabnya dengan “no one absent today us”. Kemudian guru menanyakan kesiapan siswa untuk mengikuti pembelajaran dengan bertanya “sudah siap mengikuti pembelajaran, dibawa kamusnya?” siswa menjawab “sudah, siap us”.

Pembelajaran bahasa Inggris di kelas tersebut wajib membawa kamus, sehingga para siswa mengeluarkan kamusnya masing – masing. Karena pembelajaran merupakan pertemuan pertama setelah ASTS sehingga guru tidak mereview materi pertemuan terakhir dikarenakan materi baru. Setelah itu guru melakukan kegiatan brainstorming dengan menanyakan pertanyaan ke beberapa siswa yang sesuai dengan materi yang akan di pelajari, guru menanyakannya menggunakan bahasa Indonesia “Faizah, apa makanan kesukaanmu?” kemudian menjawab “mie ayam”. “Kalo Hira minuman kesukaanya apa?” kemudian menjawab “air putih us” Setelah itu guru bertanya kepada siswa “Oke, dari pertanyaan yang sudah di tanyakan oleh Ustadzah ada yang tau tidak kira kira kita mau belajar apa? Ada yang bisa menebak? Siswa menjawab dengan jawaban yang bervariasi “ makanan, minuman”.

3. Main Activity

Setelah kegiatan brainstorming guru memulai pembelajaran dengan memberikan materi yang akan di ajarkan yaitu “Foods and Drinks”. Guru menyampaikan tujuan pembelajaran yakni agar siswa dapat menyebutkan vocabulary food and drink dalam bahasa Inggris. Setelah itu guru menayangkan video yang berkaitan dengan materi yaitu video mukbang.

Kemudian guru bertanya kepada siswa “setelah kalian lihat di video ada makanan apa saja, coba sebutkan” siswa menjawab “ayam, mentimun, rendang, selada, nasi”, setelah itu guru memberitahu kosa kata baru dalam bahasa Inggris, siswa diminta untuk mengulangi ucapan kosa kata yang telah di ucapkan oleh guru, misalkan guru memberi tahu bahasa Inggris mentimun kemudian siswa diminta untuk mengulangi kata “*cucumber*” sebanyak tiga kali.

Setelah itu guru menunjukkan gambar makanan, gambar pizza, susu, mie, guru memberi tahu bahasa inggrisnya kemudian siswa diminta untuk mengucapkan kata tersebut dalam bahasa inggris, siswa diminta untuk menulis kata tersebut dan maju ke depan, bagi siswa yang bisa mengerjakan perintah guru siswa akan mendapatkan poin tambahan.

Setelah itu guru melanjutkan ke aktivitas selanjutnya yakni membagi kelas menjadi beberapa kelompok, satu kelas terbagi menjadi lima kelompok. Setiap siswa berkelompok sesuai dengan kelompoknya masing masing. Guru memberikan instruksi terkait kegiatan apa yang akan dilakukan dalam kelompok, kemudian guru membagi amplop kepada setiap kelompok.

Setiap kelompok diminta untuk menuliskan makanan dan minuman dalam bahasa inggris sesuai dengan warna kertas yang ada didalam amplop. Setiap satu amplop di beri waktu 2 menit untuk menuliskan vocab bahasa inggris. Setelah waktu selesai, amplop di estafetkan ke kelompok lain, misalkan kelompok satu ke kelompok dua dan seterusnya, setelah setiap kelompok sudah mendapatkan lima warna yakni merah, hijau, oren, putih, dan kuning, mereka diminta untuk mempresentasikan hasil diskusi. Di kelas VII.2 siswa mempresentasikan dengan menuliskan hasil kerja kelompoknya di papan tulis, setiap kelompok di mintai dua perwakilan anak untuk mempresentasikannya.

Setelah sesi presentasi, guru bertanya kepada siswa “dari yang tadi di presentasikan oleh kelompok 1 apakah ada yang berbeda dengan yang ditulis oleh kelompok kalian?” kemudian siswa menjawab “ada bu”. Kemudian guru dan siswa mengkoreksi jawaban secara bersama-sama terkait penulisan dari masing masing kelompok yang sudah maju. Pada saat mengkoreksi siswa dengan antusias menjawab pertanyaan tersebut.

4. Closing

Setelah seluruh kelompok mempresentasikan hasil diskusi, mereka di persilahkan oleh guru untuk kembali ke tempat duduk masing – masing, kemudian guru bertanya kepada siswa mengenai pembelajaran apakah dari pembelajaran tersebut ada yang belum jelas, karena tidak ada yang bertanya kemudian guru melakukan evaluasi pembelajaran, siswa diminta untuk menyiapkan buku dan mengerjakan soal untuk evaluasi, soalnya yaitu siswa diminta untuk menulis vocab yang sudh didapatkan pada saat pembelajaran dengan mendengarkan ucapan guru.

Setelah selesai evaluasi guru mengakhiri pembelajaran dengan bertanya kepada siswa “bagaimana tadi pembelajarannya?” siswa menjawab “seneng bu, asik, mudah dipahami”, setelah itu guru mengakhiri pembelajaran dengan mengucapkan salam.

Observasi 3

Kemudian di kelas VII 3 guru juga menggunakan teknik send a problem. Berikut ini adalah deskripsi hasil observasi ke 3 di kelas VII 3 pada hari Senin, 25 Maret 2024:

1. Preparation

Sebelum memasuki kelas guru mempersiapkan kebutuhan seperti menyiapkan modul ajar, kemudian media pembelajaran karena teknik yang digunakan merupakan teknik send a problem sehingga guru harus mempersiapkan seperti surat, kemudian idea apa yang akan di tuangkan dalam surat tersebut.

2. Opening

Guru memasuki kelas kemudian mengondisikan kelas. Setelah siswa sudah terkondisikan, guru memulai pembelajaran dengan mengucapkan salam “Assalamu’alaikum wr.wb” siswa menjawabnya “Wa’alaikumsallam wr.wb”. Kemudian guru mengucapkan “good morning class” siswa dengan antusias menjawab dengan lagu “say good morning, say good morning, how are you, i am very well thank you, how about you” guru menjawab “i am very well thank you”. Setelah itu guru mengecek kehadiran siswa dengan bertanya “who is absent today” dan siswa menjawabnya dengan “no one absent today us”.

Kemudian guru menanyakan kesiapan siswa untuk mengikuti pembelajaran dengan bertanya “sudah siap mengikuti pembelajaran, dibawa kamusnya?” siswa menjawab “sudah, siap us”. Pembelajaran bahasa Inggris di kelas tersebut wajib membawa kamus, sehingga para siswa mengeluarkan kamusnya masing – masing. Karena pembelajaran merupakan pertemuan pertama setelah ASTS sehingga guru tidak mereview materi pertemuan terakhir dikarenakan materi baru.

Setelah itu guru melakukan kegiatan brainstorming dengan menanyakan pertanyaan ke beberapa siswa yang sesuai dengan materi yang akan dipelajari, guru menanyakannya menggunakan bahasa Indonesia “Karin, apa makanan kesukaanmu?” kemudian menjawab “mie”. “Kalo Almira minuman kesukaanya apa?” kemudian menjawab “Jus Alpukat” Setelah itu guru bertanya kepada siswa “Oke, dari pertanyaan yang sudah ditanyakan oleh ustazah ada yang tau tidak kira kira kita mau belajar apa? Ada yang bisa menebak? Siswa menjawab dengan jawaban yang bervariasi “makanan, minuman”.

3. Main of activity

Setelah kegiatan brainstorming guru memulai pembelajaran dengan memberikan materi yang akan di ajarkan yaitu “Foods and Drinks”. Guru menyampaikan tujuan pembelajaran yakni agar siswa dapat menyebutkan vocabulary food and drink dalam bahasa inggris. Setelah itu guru menayangkan video yang berkaitan dengan materi yaitu video mukbang. Kemudian guru bertanya kepada siswa “setelah kalian lihat di video ada makanan apa saja, coba sebutkan” siswa menjawab “kerupuk, mentimun, rendang, selada, nasi”, setelah itu guru memberitahu kosa kata baru dalam bahasa inggris, siswa diminta untuk mengulangi ucapan kosa kata yang telah di ucapkan oleh guru, misalkan guru memberi tahu bahasa inggris mentimun kemudian siswa diminta untuk mengulangi kata “cucumber” sebanyak tiga kali. Setelah itu guru menunjukkan gambar makanan, gambar pizza, susu, mie, guru memberi tahu bahasa inggrisnya kemudian siswa diminta untuk mengucapkan kata tersebut dalam bahasa inggris, siswa diminta untuk menulis kata tersebut dan maju ke depan, bagi siswa yang bisa mengerjakan perintah guru siswa akan mendapatkan poin tambahan.

Setelah itu guru melanjutkan ke aktivitas selanjutnya yakni membagi kelas menjadi beberapa kelompok, satu kelas terbagi menjadi lima kelompok. Setiap siswa berkelompok sesuai dengan kelompoknya masing masing. Guru memberikan instruksi terkait kegiatan apa yang akan dilakukan dalam kelompok, kemudian guru membagi amplop kepada setiap kelompok. Setiap kelompok diminta untuk menuliskan makanan dan minuman dalam bahasa inggris sesuai dengan warna kertas yang ada didalam amplop. Setiap satu amplop di beri waktu 2 menit untuk menuliskan vocab bahasa inggris.

Setelah waktu selesai, amplop di estafetkan ke kelompok lain, misalkan kelompok satu ke kelompok dua dan seterusnya, setelah setiap kelompok sudah mendapatkan lima warna yakni merah, hijau, oren, putih, dan kuning, mereka diminta untuk mempresentasikan hasil diskusi. Di kelas VII.4 siswa mempresentasikan dengan menuliskan hasil kerja kelompoknya di papan tulis, setiap kelompok di mintai dua perwakilan anak untuk mempresentasikannya. Setelah sesi presentasi, guru bertanya kepada siswa “dari yang tadi di presentasikan oleh kelompok 1 apakah ada yang berbeda dengan yang ditulis oleh kelompok kalian?” , kemudian siswa menjawab “ada bu”. Jika ada yang berbeda setiap kelompok menyebutkan vocab yang belum di sebutkan. Kemudian guru dan siswa mengkoreksi jawaban secara bersamasama terkait penulisan dari masing masing kelompok yang sudah maju. Pada saat mengkoreksi siswa dengan antusias menjawab pertanyaan tersebut.

4. **Closing**

Setelah seluruh kelompok mempresentasikan hasil diskusi, mereka di persilahkan oleh guru untuk kembali ke tempat duduk masing – masing, kemudian guru bertanya kepada siswa mengenai pembelajaran apakah dari pembelajaran tersebut ada yang belum jelas, karena tidak ada yang bertanya kemudian guru melakukan evaluasi pembelajaran, siswa diminta untuk menyiapkan buku dan mengerjakan soal untuk evaluasi, soalnya yaitu siswa diminta untuk menulis vocab yang sudh didapatkan pada saat pembelajaran dengan mendengarkan ucapan guru. Setelah selesai evaluasi guru mengakhiri pembelajaran dengan bertanya kepada siswa “bagaimana tadi pembelajarannya?” siswa menjawab “seneng bu, asik, mudah dipahami”, setelah itu guru mengakhiri pembelajaran dengan mengucapkan salam.

Observasi 4

Kemudian di kelas VII.4 guru juga menggunakan teknik send a problem. Berikut ini adalah deskripsi hasil observasi ke 3 di kelas VII 3 pada hari Rabu, 27 Maret 2024:

1. Preparation

Sebelum memasuki kelas guru mempersiapkan kebutuhan seperti menyiapkan modul ajar, kemudian media pembelajaran karena teknik yang digunakan merupakan teknik send a problem sehingga guru harus mempersiapkan seperti surat, kemudian idea apa yang akan di tuangkan dalam surat tersebut.

2. Opening

Kemudian guru menanyakan kesiapan siswa untuk mengikuti pembelajaran dengan bertanya “sudah siap mengikuti pembelajaran, dibawa kamusnya?” siswa menjawab “sudah, siap us”. Pembelajaran bahasa inggris di kelas tersebut wajib membawa kamus, sehingga para siswa mengeluarkan kamusnya masing – masing. Karena pembelajaran merupakan pertemuan pertama setelah ASTS sehingga guru tidak mereview materi pertemuan terakhir dikarenakan materi baru.

Setelah itu guru melakukan kegiatan brainstorming dengan menanyakan pertanyaan ke beberapa siswa yang sesuai dengan materi yang akan di pelajari, guru menanyakanya menggunakan bahasa indonesia “Karin, apa makanan kesukaanmu?” kemudian menjawab “mie”. “Kalo Almira minuman kesukaanya apa?” kemudian menjawab “Jus Alpukat” Setelah itu guru bertanya kepada siswa “Oke, dari pertanyaan yang sudah di tanyakan oleh ustadzah ada yang tau tidak kira kira kita mau belajar apa? Ada yang bisa menebak? Siswa menjawab dengan jawaban yang bervariasi “ makanan, minuman”.

3. Main Activity

Guru memasuki kelas kemudian mengondisikan kelas. Setelah siswa sudah terkondisikan, guru memulai pembelajaran dengan mengucapkan salam “Assalamu’alaikum wr.wb” siswa menjawabnya “Wa’alaikumsallam wr.wb”. Kemudian guru mengucapkan “good morning class” siswa dengan antusias menjawab dengan lagu “say good morning, say good morning, how are you, i am very well thank you, how about you” guru menjawab “i am very well thank you”. Setelah itu guru mengecek kehadiran siswa dengan bertanya “who is absent today” dan siswa menjawabnya dengan “no one absent today us”.

Setelah kegiatan brainstorming guru memulai pembelajaran dengan memberikan materi yang akan di ajarkan yaitu “Foods and Drinks”. Guru menyampaikan tujuan pembelajaran yakni agar siswa dapat menyebutkan vocabulary food and drink dalam bahasa inggris. Setelah itu guru menayangkan video yang berkaitan dengan materi yaitu video mukbang. Kemudian guru bertanya kepada siswa “setelah kalian lihat di video ada makanan apa saja, coba sebutkan” siswa menjawab “kerupuk, mentimun, rendang, selada, nasi”, setelah itu guru memberitahu kosa kata baru dalam bahasa inggris, siswa diminta untuk mengulangi ucapan kosa kata yang telah di ucapkan oleh guru, misalkan guru memberi tahu bahasa inggris mentimun kemudian siswa diminta untuk mengulangi kata “cucumber” sebanyak tiga kali.

Setelah itu guru menunjukan gambar makanan, gambar pizza, susu, mie, guru memberi tahu bahasa inggrisnya kemudian siswa diminta untuk mengucapkan kata tersebut dalam bahasa inggris, siswa diminta untuk menulis kata tersebut dan maju ke depan, bagi siswa yang bisa mengerjakan perintah guru siswa akan mendapatkan poin tambahan.

Setelah itu guru melanjutkan ke aktivitas selanjutnya yakni membagi kelas menjadi beberapa kelompok, satu kelas terbagi menjadi lima kelompok. Setiap siswa berkelompok sesuai dengan kelompoknya masing masing. Guru memberikan instruksi terkait kegiatan apa yang akan

dilakukan dalam kelompok, kemudian guru membagi amplop kepada setiap kelompok. Setiap kelompok diminta untuk menuliskan makanan dan minuman dalam bahasa Inggris sesuai dengan warna kertas yang ada didalam amplop. Setiap satu amplop di beri waktu 2 menit untuk menuliskan vocab bahasa Inggris.

Setelah waktu selesai, amplop di estafetkan ke kelompok lain, misalkan kelompok satu ke kelompok dua dan seterusnya, setelah setiap kelompok sudah mendapatkan lima warna yakni merah, hijau, oren, putih, dan kuning, mereka diminta untuk mempresentasikan hasil diskusi. Di kelas VII.4 siswa mempresentasikan dengan menuliskan hasil kerja kelompoknya di papan tulis, setiap kelompok di mintai dua perwakilan anak untuk mempresentasikannya. Setelah sesi presentasi, guru bertanya kepada siswa “dari yang tadi di presentasikan oleh kelompok 1 apakah ada yang berbeda dengan yang ditulis oleh kelompok kalian?” , kemudian siswa menjawab “ada bu”. Jika ada yang berbeda setiap kelompok menyebutkan vocab yang belum di sebutkan. Kemudian guru dan siswa mengoreksi jawaban secara bersama-sama terkait penulisan dari masing masing kelompok yang sudah maju. Pada saat mengoreksi siswa dengan antusias menjawab pertanyaan tersebut.

4. Closing

Setelah seluruh kelompok mempresentasikan hasil diskusi, mereka di persilahkan oleh guru untuk kembali ke tempat duduk masing – masing, kemudian guru bertanya kepada siswa mengenai pembelajaran apakah dari pembelajaran tersebut ada yang belum jelas, karena tidak ada yang bertanya kemudian guru melakukan evaluasi pembelajaran, siswa diminta untuk menyiapkan buku dan mengerjakan soal untuk evaluasi, soalnya yaitu siswa diminta untuk menulis vocab yang sudah didapatkan pada saat pembelajaran dengan mendengarkan ucapan guru. Setelah selesai evaluasi guru mengakhiri pembelajaran dengan bertanya kepada siswa “bagaimana tadi pembelajarannya?” siswa menjawab “seneng bu, asik, mudah dipahami”, setelah itu guru mengakhiri pembelajaran dengan mengucapkan salam.

Appendix 4: The Result of Interview with the Teacher

Wawancara dengan guru

- P : Sebelumnya mohon maaf mengganggu waktunya Bu, saya Syafadilla Putri Mulia mahasiswa prodi Tadris Bahasa Inggris semester 8 UIN Saifudin Zuhri Purwokerto
- N : Iya mbak tidak mengganggu kok
- P : Apa yang Ibu ketahui tentang teknik send a problem?
- N : Kalau yang saya ketahui teknik send a problem itu saya dapat ketika waktu saya kuliah S1 di universitas Muhammadiyah Purwokerto problem di sini itu kan artinya masalah ya mbak. Jadi di sana problem itu di mana kita mengirim suatu masalah tetapi masalah di sini itu bukan suatu masalah yang masalah suatu masalah yang kompleks. Bagaimana anak-anak bisa memecahkan ide yang sudah kita sediakan di dalam amplop. Selain a problem itu identiknya kayak kita mengirim suatu surat nah tetapi kalau di pembelajaran itu kita mengirim suatu masalah. Jadi kita tidak langsung direct, kayak implisit seperti halnya tadi waktu pembelajaran, contohnya kan itu ada warna mereka berpikir secara mandiri tentang warna tersebut jadi problemnya itu tidak yang secara komplek. Misal kayak apa yang kamu pikirkan ketika bla bla bla bla
- P : Kenapa ibu memilih teknik pembelajaran send a problem sebagai teknik pembelajaran bahasa Inggris?
- N : Pertama itu interesting bagi anak ya mbak contohnya kayak tadi waktu akhir mereka pada bilang us besok kayak gini lagi ya pembelajarannya. Ustadzah setiap hari aja pembelajarannya kayak gini sangat fun. Waktu semester sebelumnya itu saya mengajarkan teknik ini di kelas 8 materi opinion nah kalau pendapat kan nanti saya problemnya kita bisa sediakan gambar kayak suatu masalah misalkan kayak suatu kelas yang kotor, kemudian anak-anak diminta untuk memberikan opini tentang bagaimana pendapatmu mengenai tentang kelas yang kotor karena kan setiap anak-anak itu memiliki opini yang berbeda-beda seperti itu.

Kedua itu bisa mengasah critical thinking anak jadi ketika ada gambar itu terus ada gambar kemudian mereka itu berpikir gimana critical thinking mereka, paling itu si mbak interesting lalu critical thinking. Ketiga itu kita dapat measure purpose di pembelajaran kita, jadi bisa mengukur tujuan pembelajaran kita pada saat itu dengan metode tersebut dapat membantu kita mengukur tujuan pembelajaran.

P : Jika teknik send a problem itu apakah bisa digunakan untuk seluruh materi pembelajaran atau hanya materi-materi tertentu saja Bu?

N : masukkan ke dalam surat tadi kan saya kan materinya food and drink. Kemudian yang saya masukkan ke dalam amplop tersebut itu kertas-kertas warna kemudian siswa kan disuruh mikir sendiri terkait kayak makanan atau minuman yang warnanya tersebut kemudian mereka menjawabnya menggunakan bahasa Inggris

P : Untuk penyampaian materinya gimana Bu?

N : Untuk penjelasan materinya tadi saya menjelaskan materi sedikit ya mbak kayak hanya untuk apersepsi mereka. Mereka tahu nggak sih food and drink. Terus kayak kosakata apa aja yang udah mereka kuasai. Kayak tadi kan udah saya sajikan video ya video tersebut kemudian kan anak-anak udah bisa menyebutkan makanan apa saja yang tersedia dalam video tersebut misalkan kayak mereka udah pada bisa menyebutkan rice terus ada mentimun kan mereka belum menyebutkan cucumber kemudian saya mengklarifikasi bahwa mentimun dalam bahasa Inggris itu cucumber.

P : Tadi kan pembelajarannya berkelompok ya bagaimana Ibu membagi kelompok tersebut?

N : Biasanya saya membagi kelompok itu langsung ke kelompok belajar ya karena di kelas itu udah dibagi kelompok belajarnya masing-masing. Untuk yang membagi kelompok itu wali kelas nah wali kelas itu membaginya itu secara heterogen ada yang up kemudian ada yang biasa-biasa saja. Pembagiannya berdasarkan tes diagnostik yang sudah dilakukan.

- P : Bagaimana cara ibu untuk mengkondisikan kelas ajaran kelas tetap kondusif?
- N : Kayak tadi ya the first itu showing time, kalau misalkan timer send a problem nggak di showing mungkin anak-anak nantinya akan gaduh ya kayak misalkan ngomong kurang berapa menit sih kurang berapa menit jadi nggak kondusif. Jadi kalau misalkan kita showing time kan anak-anak bisa ngerti ya waktunya tinggal berapa menit misalkan kurang 2 menit. Mereka ngomong ayo-ayo kurang 2 menit kita masih bisa dapat beberapa kata lagi. Kedua kita sebagai guru itu jangan hanya stand by di kursi saja. Kita keliling memastikan anak-anak itu mereka pada diskusi semua apa enggak atau mungkin hanya satu dua anak aja yang bekerja, kayak gitu aja Mbak paling untuk mengkondisikan anak saya menggunakan timer dan juga keliling.
- P : Untuk tingkat keaktifan anak saat ibu menggunakan teknik pembelajaran tersebut bagaimana Bu?
- N : Untuk tingkat keaktifan peserta didik itu berbeda-beda ya Mbak tapi tadi untuk kelas 7 saya nilai itu lebih aktif dibanding dengan biasanya, saya kan juga menggunakan metode atau teknik pembelajaran selain teknik send a problem tetapi Ketika saya menggunakan teknik send a problem saya nilai itu tingkat keaktifan anak lebih aktif daripada biasanya.
- P : Bu menurut buku yang sudah saya baca teori tentang teknik stand up problem itu langkah-langkah dari send problem itu ada lima langkah ya Bu. Kalau misalkan ada satu langkah yang tidak diimplementasikan itu kira-kira menurut ibu ada implikasinya nggak?
- N : Menurut saya mungkin tujuan pembelajaran jadi kurang tercapai, karena teknik atau metode atau model pembelajaran itu bagusnya dilaksanakan secara step by step
- P : Untuk disadvantages dari penggunaan teknik dan a problem itu apa saja ya?
- N : Untuk disadvantages-nya itu ada, tiga time management itu maksudnya ke presentasinya, mereka menyebutkan secara detail ya misalkan kayak

itu artinya apa, karena kalau misalkan mereka mempresentasikan saja. Yang hanya tahu arti dari vocab yang dipresentasikan hanya kelompok mereka kelompok lain kan nggak tahu ya jadinya mereka itu harus menyebutkan artinya. Karena waktu pembelajaran bulan Ramadan itu hanya 1 jam atau 60 menit maka kita kan kekurangan time maka untuk pembelajarannya itu dimaksimalkan mereka menyebutkan hanya menyebutkan dan pada evaluasi pembelajaran. Untuk time management itu susahnya ketika presentasi.

Yang kedua itu teknik itu hanya digunakan untuk materi tertentu saja. Hanya digunakan dimana siswa bisa berfikir jawaban yang variatif. Jadi saya menggunakan materi ini itu ketika materinya materi-materi yang ringan misalkan kayak materi kemarin food and drink kemudian opinion expressing

P : Kalo untuk advantages nya apa saja bu?

N : Untuk advantage-nya itu yang pertama itu siswa lebih aktif dan interesting ya pembelajaran menggunakan teknik send a problem itu unik kita kan menggunakan media amplop, terus di dalam amplopnya itu kan ada kertas-kertas warna terus mereka langsung kayak on fire semangat wah ini warna, kita suruh ngapain ya.

Kedua send a problem itu salah satu teknik pembelajaran kooperatif yang melibatkan siswa dalam sebuah diskusi untuk memecahkan masalah jadi teknik ini siswa untuk berlatih bersama dan belajar dari satu sama lain

Yang ketiga melatih siswa untuk berpikir secara kritis, jadi selain siswa bisa mengeksplor lembar kerja guru juga mengeksplor idea yang harus kita sediakan jadi jangan sampai ada yang kita datar langsung to the point, jangan sampai kita menaruh ideal di dalam amplop tersebut itu full text nanti itu bisa bikin anak-anak jadi bored, secara implisit jadi membuat mereka menebak-nebak.

Appendix 5: The result of interview with Students

Wawancara 1

Kelas : VII.1

Narasumber: Laksita Rahma Ulima Neta

Peneliti: Syafadilla Putri Mulia

P : Hal apakah yang anda persiapkan sebelum pembelajaran Bahasa Inggris?

N : Biasanya saya membantu ustadzah untuk mempersiapkan kelas, belajar mengulangi pembelajaran yang sudah dipelajari

P: Bagaimana proses pembelajaran yang Anda ikuti?

N: Jujur ya mbak, kalo pembelajaran bahasa Inggris itu selalu menyenangkan,

P: Apakah anda menyukai pembelajaran dengan cara yang di Ajarkan oleh Ibu guru? Mohon jelaskan.

N: Selain gampang ngapalin kosa katanya ustadzah itu kalau misalkan kita nggak tahu itu langsung memberitahu

P: Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan.

N: Iya mbak, tapi pembagian kelompoknya itu udah dibagi sama wali kelas.

P : Apakah topik permasalahan yang dibagikan oleh ibu guru sama setiap kelompoknya? Mohon jelaskan.

N : Berbeda mba

P : Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan.

N: Iya mbak kan diberi waktu terus dipindah ke kelompok lain permasalahannya

P: Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan

N: Ada, di akhir sesi pembelajaran

P: Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon Jelaskan.

N: Biasanya aktif mbak tapi ini lebih aktif karena lebih seru pembelajarannya

P: Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.

N: Sudah mba

P:Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?

N: Aku suka pembelajaran tadi waktu kelompok kan, kalau yang aku nggak suka itu waktu pembelajaran itu ada yang terlalu aktif banget lomba jadi aku tuh bingung nulisnya gimana.

P: Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? lebih mudah atau lebih sulit dalam memahami materi?

N: Kalau menurutku lebih mudah dipahami mbak, walaupun tadi ada amplop yang didalemnya ada kertas berbeda warna justru itu kita lebih tertantang mba, lebih seru.

P : Apakah topik permasalahan yang dibagikan oleh ibu guru sama setiap kelompoknya? Mohon jelaskan.

N: Berbeda-beda mbak saya tadi kan contohnya misalkan kelompok 1 pertama cepet warna ijo di sekelompok dua dapat warna kuning.

Wawancara 2

Kelas : VII.1

Narasumber : Syakira Nida Ulhaq

Peneliti : Syafadilla Putri Mulia

P : Hal apakah yang anda persiapkan sebelum pembelajaran Bahasa Inggris?

N : Biasanya buka buka kamus karena udah jadi kebiasaan suka buka buka kamus buat nambah vocab mba

P : Bagaimana proses pembelajaran yang Anda ikuti?

N : Asyik karena emang gurunya asik.

P : Apakah anda menyukai pembelajaran dengan cara yang di Ajarkan oleh Ibu guru? Mohon jelaskan.

N : Iya suka mbak karena aku emang suka bahasa inggris.

P : Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan.

N : Iya, Mrs Rana membagi kelompok sesuai dengan kelompok belajar siswa

- P : Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan.
- N : Iya kan menggunakan timer kalo misalkan timurnya udah selesai nanti di estafet ke kelompok lain.
- P : Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan
- N : Ada sesi presentasi kalau misalkan seluruh kelompok udah mengerjakan topik yang dibagikan oleh Mrs.Rana
- P : Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon Jelaskan.
- N : Kalo pelajaran bahasa inggris itu aktif, tapi kadang suka ngantuk, tadi pembelajarannya lebih aktif mbak soalnya kalau bahasa inggris itu kalau misalkan yang aktif nanti dapat poin jadinya pada aktif
- P : Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.
- N : Udag mba sesuai dengan tugasnya masing-masing
- P : Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?
- N : Kalau menurutku aku suka pembelajaran ini karena siswanya lebih aktif semuanya.
- P : Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? Lebih mudah atau lebih sulit dalam memahami materi?
- N : Kalau menurutku lebih mudah dipahami mbak.

Wawancara 3

Kelas : VII.2

Narasumber: Faizah Riski

Peneliti: Syafadilla

- P : Hal apakah yang anda persiapkan sebelum pembelajaran Bahasa Inggris?
- N : Saya belajar materi yang akan dipelajari terlebih dahulu.
- P : Bagaimana proses pembelajaran yang anda ikuti?
- N : Seru banget pelajaran bahasa inggris

- P : Apakah anda menyukai pembelajaran dengan cara yang di ajarkan oleh Ibu guru? Mohon jelaskan.
- N : Iya suka mbak karena aku emang suka bahasa inggris.
- P : Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan.
- N : Iya mbak dibagi kelompok 1 kelompok itu ada lima anak.
- P : Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan.
- N : Iya kalau udah selesai ngerjain timer udah abis terus dikasih ke kelompok lain.
- P : Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan
- N : Ada nanti satu kelompok itu dua anak maju untuk mewakili kelompoknya
- P : Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon Jelaskan.
- N : Iya mbak.
- P : Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.
- N : Sudah kalo kelompokku aktif semua mbak, jadi kerja semua, kalo kaya gitu kan jadinya tugasnya ringan, karena ngerjainnya bareng bareng.
- P : Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?
- N : Yang paling aku suka dari pembelajaran tadi itu ketika kelompok kan
- P : Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? Lebih mudah atau lebih sulit dalam memahami materi?
- N : Kalau menurutku lebih mudah dipahami mbak.

Wawancara 4

Kelas : VII.2

Narasumber: Banu Ratri

Peneliti: Syafadilla

P: Hal apakah yang anda persiapkan sebelum pembelajaran Bahasa Inggris?

N: Kalau di kelas sebelum Mrs Rana dateng aku suka baca baca buku dulu mbak

P: Bagaimana proses pembelajaran yang anda ikuti?

N: Seru banget mba.

P : Apakah anda menyukai pembelajaran dengan cara yang di ajarkan oleh Ibu guru? Mohon jelaskan.

N : Suka mbak.

P : Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan.

N : Kalau di kelas itu udah ada kelompok belajar jadi kita berkelompok sesuai dengan kelompok belajar

P :Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan.

N : Iya jadi kita terlebih dahulu mengerjakan kalau misalkan waktunya udah habis kita estafet kelompok lain

P : Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan

N : Ada nanti satu kelompok itu dua anak maju untuk mewakili kelompoknya

P : Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon Jelaskan.

N : Iya mbak.

P : Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.

N : Sudah mbak semuanya berfikir dan semuanya bekerjasama

P : Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?

N : Yang paling aku suka dari pembelajaran tadi itu ketika kelompok kan

P : Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? Lebih mudah atau lebih sulit dalam memahami materi?

N : Lebih mudah dipahami

Wawancara 5

Kelas : VII.3

Narasumber : Filzah Batrisyia

Peneliti : Syafadilla

P : Hal apakah yang anda persiapkan sebelum pembelajaran Bahasa Inggris?

N : Saya belajar materi yang akan dipelajari terlebih dahulu.

P : Bagaimana proses pembelajaran yang anda ikuti?

N : Seru banget pelajaran bahasa inggris

P : Apakah anda menyukai pembelajaran dengan cara yang di ajarkan oleh Ibu guru? Mohon jelaskan.

N : Iya suka mbak karena aku emang suka bahasa inggris.

P : Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan.

N : Iya mbak dibagi kelompok 1 kelompok itu ada lima anak.

P : Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan.

N : Iya kalau udah selesai ngerjain timer udah abis terus dikasih ke kelompok lain.

P : Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan

N : Ada nanti satu kelompok itu dua anak maju untuk mewakili kelompoknya

P : Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon Jelaskan.

N : Iya mbak.

P : Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.

N : Sudah kalo kelompokku aktif semua mbak, jadi kerja semua, kalo kaya gitu kan jadinya tugasnya ringan, karena ngerjainnya bareng bareng.

P : Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?

N : Yang paling aku suka dari pembelajaran tadi itu ketika kelompok kan

- P : Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? Lebih mudah atau lebih sulit dalam memahami materi?
- N : Kalau menurutku lebih mudah dipahami mbak.



Wawancara 6

Kelas : VII.3

Narasumber : Anisa Rahma

Peneliti : Syafadilla

P : Hal apakah yang anda persiapkan sebelum pembelajaran Bahasa Inggris?

N : Saya belajar materi yang akan dipelajari terlebih dahulu.

P : Bagaimana proses pembelajaran yang anda ikuti?

N : Seru banget pelajaran bahasa inggris

P : Apakah anda menyukai pembelajaran dengan cara yang di ajarkan oleh Ibu guru? Mohon jelaskan.

N : Aku emang suka bahasa inggris.

P : Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan.

N : Iya mbak dibagi kelompok 1 kelompok itu ada lima anak.

P : Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan.

N : Sesuai waktu dari Ustadzah.

P : Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan

N : Ada, di akhiran

P : Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon Jelaskan.

N : Iya mbak.

P : Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.

N : Iyaa aktif semua.

P : Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?

N : Kalo kelompokkan mba.

P : Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? Lebih mudah atau lebih sulit dalam memahami materi?

N : Kalau menurutku lebih mudah dipahami mbak.

Wawancara 7

Kelas : VII.4

Narasumber : Nur Hasanah

Peneliti : Syafadilla Putri Mulia

P : Hal apakah yang anda persiapkan sebelum pembelajaran Bahasa Inggris?

N : Biasanya buka buka kamus karena udah jadi kebiasaan suka buka buka kamus buat nambah vocab mba

P : Bagaimana proses pembelajaran yang Anda ikuti?

N : Asyik karena emang gurunya asik.

P : Apakah anda menyukai pembelajaran dengan cara yang di Ajarkan oleh Ibu guru? Mohon jelaskan.

N : Iya suka mbak karena aku emang suka bahasa inggris.

P : Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan.

N : Iya, Mrs Rana membagi kelompok sesuai dengan kelompok belajar siswa

P : Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan.

N : Iya kan menggunakan timer kalo misalkan timurnya udah selesai nanti di estafet ke kelompok lain.

P : Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan

N : Ada sesi presentasi kalau misalkan seluruh kelompok udah mengerjakan topik yang dibagikan oleh Mrs.Rana

P : Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon Jelaskan.

N : Kalo pelajaran bahasa inggris itu aktif, tapi kadang suka ngantuk, tadi pembelajarannya lebih aktif mbak soalnya kalau bahasa inggris itu kalau misalkan yang aktif nanti dapat poin jadinya pada aktif

P : Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.

N : Udag mba sesuai dengan tugasnya masing-masing

P : Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?

- N : Kalau menurutku aku suka pembelajaran ini karena siswanya lebih aktif semuanya.
- P : Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? Lebih mudah atau lebih sulit dalam memahami materi?
- N : Kalau menurutku lebih mudah dipahami mbak.

Wawancara 8

- Kelas : VII.4
- Narasumber : Faizah Riski
- Peneliti : Syafadilla

- P : Hal apakah yang anda persiapkan sebelum pembelajaran Bahasa Inggris?
- N : Saya belajar materi yang akan dipelajari terlebih dahulu.
- P : Bagaimana proses pembelajaran yang anda ikuti?
- N : Seru banget pelajaran bahasa inggris
- P : Apakah anda menyukai pembelajaran dengan cara yang di ajarkan oleh Ibu guru? Mohon jelaskan.
- N : Iya suka mbak karena aku emang suka bahasa inggris.
- P : Ibu guru membagi kelompok dalam pembelajaran? Mohon jelaskan.
- N : Iya mbak dibagi kelompok 1 kelompok itu ada lima anak.
- P : Apakah topik yang sudah dikerjakan dalam kelompok dibagikan ke kelompok lain? Mohon jelaskan.
- N : Iya kalau udah selesai ngerjain timer udah abis terus dikasih ke kelompok lain.
- P : Apakah ada sesi presentasi setiap kelompok? Mohon jelaskan
- N : Ada nanti satu kelompok itu dua anak maju untuk mewakili kelompoknya
- P : Bagaimana kondisi suasana belajar di kelas ketika pembelajaran? Apakah setiap siswa lebih aktif? Mohon Jelaskan.
- N : Iya mbak.

- P : Apakah semua siswa sudah bekerja sama dengan baik ketika diskusi dalam kelompok sedang berlangsung? Mohon jelaskan.
- N : Sudah kalo kelompokku aktif semua mbak, jadi kerja semua, kalo kaya gitu kan jadinya tugasnya ringan, karena ngerjainnya bareng bareng.
- P : Bagian mana yang kamu suka dan tidak suka ketika pembelajaran?
- N : Yang paling aku suka dari pembelajaran tadi itu ketika kelompok kan
- P : Bagaimana pendapat kamu mengenai model pembelajaran yang dilakukan? Lebih mudah atau lebih sulit dalam memahami materi?
- N : Kalau menurutku lebih mudah dipahami mbak.



Appendix 6: Teaching Module

MODUL AJAR**I. IDENTITAS**

1. Nama Sekolah : SMP Istiqomah Sambas Purbalingga "Boarding School"
2. Nama Penyusun : Rana Khairunnisa, M.Pd.
3. Kelas / Semester : VII/2
4. Alokasi Waktu : 2 JP (2 × 40 menit)

II. TUJUAN PEMBELAJARAN

Peserta didik mampu:

- o mengulang kosakata *food and drink*
- o mengganti kosakata kata *food and drink*

III. INDIKATOR TP

1. Mengidentifikasi *food and drink*.
2. Menentukan *food and drink* dalam Bahasa Inggris.
3. Mempresentasikan *food and drink* dalam Bahasa Inggris.

IV. PROFIL PELAJAR PANCASILA

- Beriman kepada Tuhan Yang Maha Esa
- Gotong Royong
- Bernalar kritis

V. TUJUAN PEMBELAJARAN

Melalui model pembelajaran *problem based learning*, peserta didik dapat:

1. Mengidentifikasi *food and drink* dengan baik.
2. Menentukan *food and drink* dalam Bahasa Inggris dengan tepat.
3. Mempresentasikan *food and drink* dalam Bahasa Inggris dengan lancar.

VI. LANGKAH-LANGKAH KBM

1. Pendahuluan

- Guru mengucapkan salam
- Guru membuka dengan bacaan basmalah
- Guru mengecek kehadiran peserta didik
- Guru menanyakan kabar peserta didik
- Guru memastikan lingkungan belajar yang kondusif
- Guru memberikan apersepsi dengan menanyakan makanan favorit beberapa siswa
- Guru memberi tahu peserta didik tentang tujuan pembelajaran
- Guru memberi tahu tentang materi apa yang akan dipelajari

2. Kegiatan Inti

- Guru menayangkan vlog kuliner dan gambar beberapa *food and drink*
- Beberapa peserta didik diminta untuk menyebutkan makanan apa saja yang ada di video dan gambar
- Guru membagi peserta didik menjadi beberapa kelompok sesuai hasil penilaian diagnostic yang sudah dilakukan. Kelompok digolongkan menjadi 3 yaitu berkembang, cakap, dan mahir.
- Peserta didik memperhatikan dan mengamati penjelasan yang diberikan guru yang terkait dengan kegiatan yang akan dilakukan.
- Guru membagikan Lembar Kerja (LK) sesuai kelompoknya dengan *metode send a problem*
- Guru memberikan 1 amplop ke masing-masing kelompok yang berisi beberapa warna makanan dan minuman
- Masing-masing kelompok mempunyai waktu 2 menit untuk menjawab LK sesuai dengan warna yang didapat di amplop
- Masing-masing kelompok menuliskan beberapa *food and drink* sebanyak-banyaknya berdasarkan warna yang didapat selama 2 menit dengan timer yang di paparkan di proyektor
- Peserta didik bersama dengan kelompoknya dan dengan bimbingan guru melakukan kegiatan sesuai dengan petunjuk di LK.
- Peserta didik melakukan diskusi dalam kelompok masing-masing berdasarkan petunjuk yang ada dalam LK.
- Guru berkeliling mencermati peserta didik yang sedang bekerja dalam kelompok dan jika peserta didik menemukan hal-hal yang belum dipahami, guru memberikan kesempatan untuk menanyakan hal-hal yang belum dipahami.
- Guru memberikan bantuan kepada peserta didik dalam kelompok untuk masalah-masalah yang dianggap sulit.
- Guru memberikan arahan kepada peserta didik dalam kelompok untuk menyelesaikan permasalahan dengan cermat dan teliti.
- Guru memberikan kesempatan pada perwakilan kelompok untuk menyajikan hasil diskusi dengan
- Peserta didik yang lain dan guru memberikan tanggapan dan menganalisis hasil presentasi

3. Penutup

- Guru memberikan evaluasi kepada peserta didik
- Guru bertanya tentang kesulitan yang dialami peserta didik tentang materi yang sudah dipelajari
- Guru mereview ulang tentang materi yang sudah dipelajari
- Guru melaksanakan refleksi pembelajaran.
- Guru memberikan pesan afektif

Refleksi Guru

1. Apakah kegiatan dalam membuka pelajaran yang dilakukan dapat mengarahkan dan mempersiapkan peserta didik untuk mengikuti pelajaran dengan baik?
2. Apakah dalam memberikan penjelasan teknis atau intruksi yang disampaikan untuk pembelajaran yang dilakukan dapat dipahami oleh peserta didik?
3. Bagaimana tanggapan peserta didik terhadap materi atau bahan ajar yang disampaikan sesuai dengan yang diharapkan?
4. Bagaimana tanggapan peserta didik terhadap pengelolaan kelas dalam pembelajaran?
5. Bagaimana tanggapan peserta didik terhadap latihan dan penilaian yang telah dilakukan?
6. Apakah dalam pembelajaran dapat mengatur sesuai dengan alokasi waktu?
7. Apakah dalam berjalannya proses pembelajaran sesuai dengan yang diharapkan?
8. Apakah 100% peserta didik telah mencapai penguasaan sesuai tujuan pembelajaran yang ingin dicapai?
9. Apakah arahan dan penguatan materi yang telah dipelajari dapat dipahami oleh peserta didik?

Refleksi untuk Peserta Didik

Refleksi pembelajaran yang dilakukan oleh guru terhadap peserta didik pada akhir pertemuan setelah pembelajaran. Berikut ini beberapa pertanyaan kunci dalam refleksi pembelajaran:

1. Apakah kamu memahami intruksi yang dilakukan untuk pembelajaran?
2. Sebutkan materi yang kamu pelajari pada pembelajaran yang telah dilakukan?
3. Apakah materi yang disampaikan, didiskusikan, dan dipresentasikan dalam pembelajaran dapat kamu pahami?
4. Apa Manfaat yang kamu peroleh dari materi pembelajaran?
5. Sebutkan sikap positif yang kamu peroleh selama mengikuti kegiatan pembelajaran?
6. Sebutkan kesulitan yang kamu alami dalam pembelajaran?
7. Sebutkan sikap yang kamu lakukan untuk belajar yang lebih baik?

VII. ASESMEN

a. Asesmen Keterampilan

LEMBAR PENILAIAN KETERAMPILAN

Nama Sekolah : SMP Istiqomah Sambas Purbalingga "Boarding School"
 Tahun Pelajaran : 2023/2024
 Kelas/Semester : VII/2
 Mata Pelajaran : Bahasa Inggris
 Materi :
 Hari, tanggal :
 Waktu :

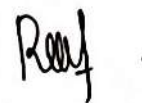
No.	Nama	Hasil LKPD			Total Skor	Nilai
		Kelengkapan jawaban	Kerapian	Kejelasan		
1.						
2.						
3.						
4.						
5.						
dst						

Perhitungan Nilai

$$\text{Nilai} = \frac{\text{total skor}}{\text{total skor maksimal}} \times 100$$

Purbalingga, 2 Januari 2024

Guru Mapel



(Rana Khairunnisa, M.Pd.)

NIY. 28.06.20.494

Appendix 7: Documentation of Observation

A. Observation in the class



Students were in their respective groups



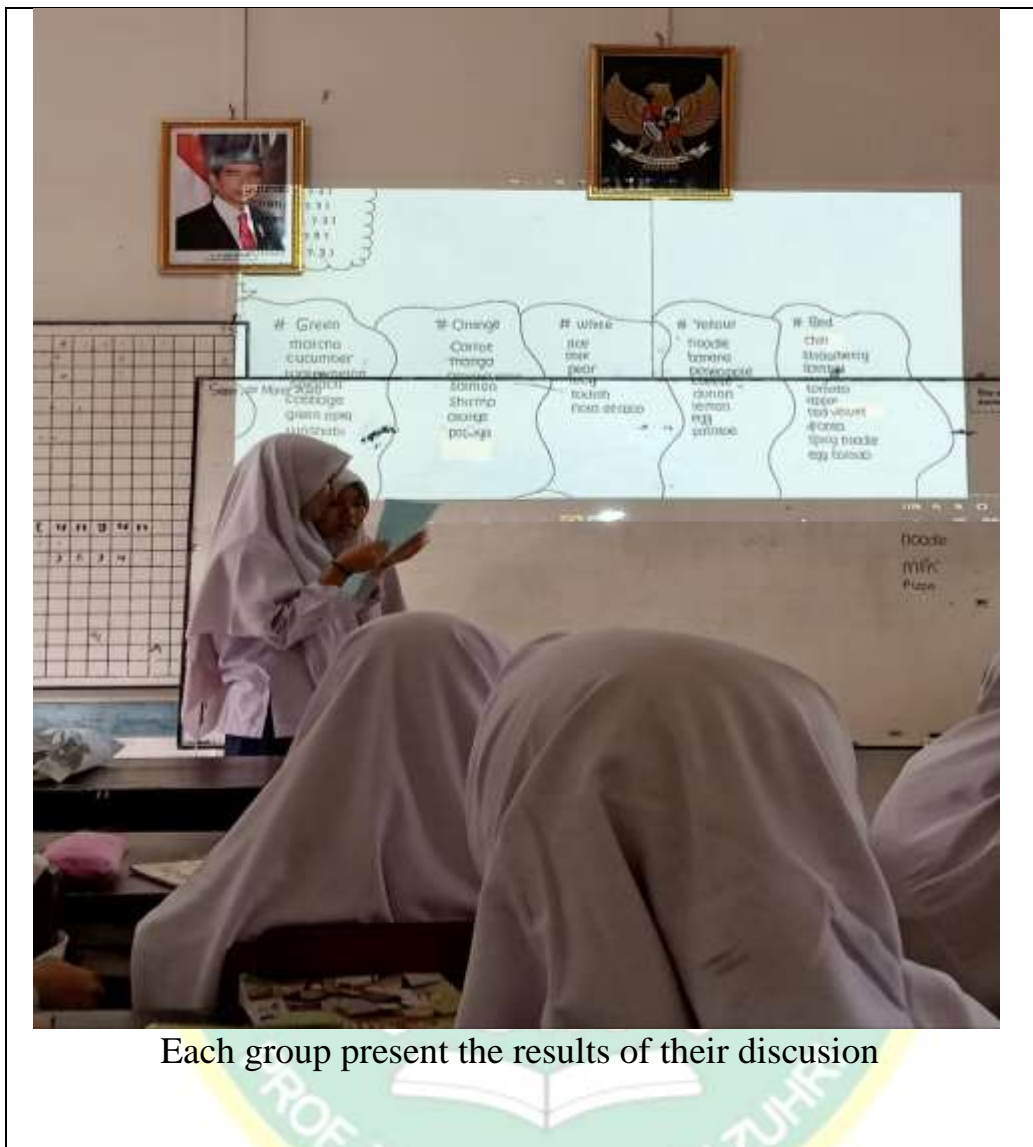
The teacher distributed topics to be shared with students.





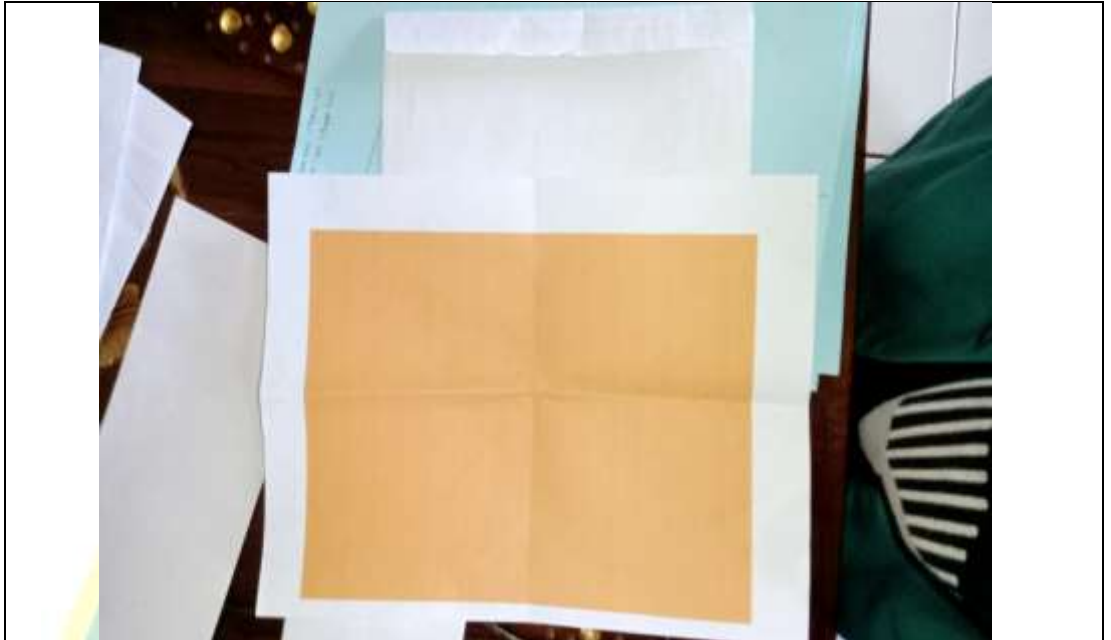
Students discussed in groups, given time 2 minutes

PROF. K.H. SAIFUDDIN ZUHRI



Each group present the results of their discussion



B. Documentation of the media

The example of the media (envelopes and colour paper)

Appendix 8: Documentation of Interview**Interview with the teacher**

Interview with the student

Appendix 9: The Official letter of Research


YAYASAN ISTIQOMAH SAMBAS PURBALINGGA
SMP ISTIQOMAH SAMBAS PURBALINGGA
"STATUS AKREDITASI : A"
BOARDING SCHOOL PUTRA : Jl. Letnan Sudani, Desa Gernuh *** (0281) 6580548, Jateng - 53372
 BOARDING SCHOOL PUTRI : Jl. Kapral Tanwir, Purbalingga Lor *** (0281) 895866, Jateng - 53311
 E-mail : istiqomahsambas@yayasan.org.id Website : smpistiqomahsambas.org.sch.id
" Dengan Sadar Mutu Menjadi Sekolah Unggul, Model dan Islami "

SURAT KETERANGAN
 Nomor : AKS III – 2 / BS / 033 / XI / 2023

Yang bertanda tangan di bawah ini :

Nama : MUHAMMAD NUR ROHMAN, S.Pd.I.
 NIY : 280613250
 Jabatan : Kepala SMP Istiqomah Sambas Purbalingga "Boarding School"

Menerangkan dengan sebenarnya, bahwa :

Nama : Syafadilla Putri Mulia
 NIM : 2017404039
 Program Studi : Tadris Bahasa Inggris
 Perguruan Tinggi : UIN Prof. K.H. Saifuddin Zuhri Purwokerto

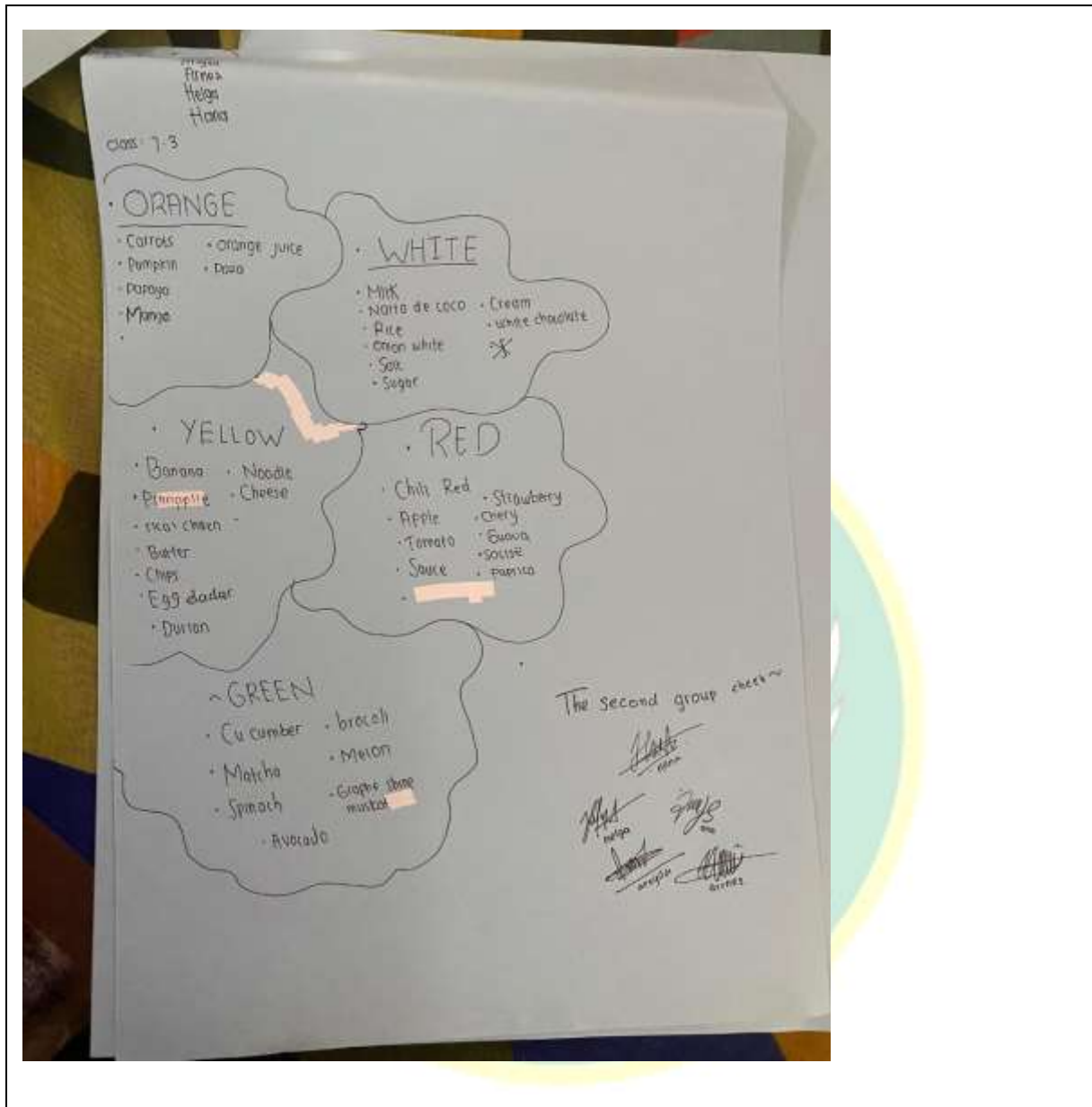
Adalah benar – benar telah melaksanakan Observasi pendahuluan di SMP Istiqomah Sambas Purbalingga Boarding School pada tanggal 1 – 14 Februari 2023.

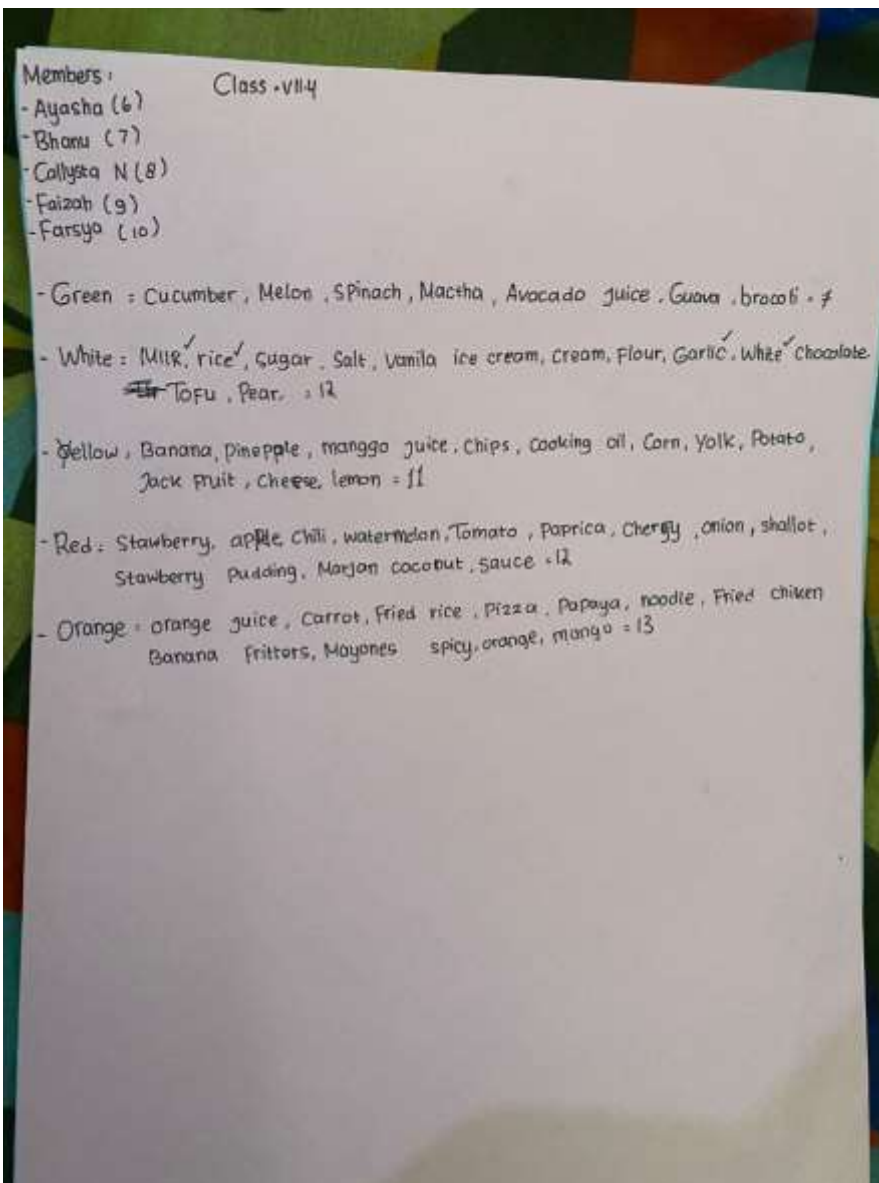
Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Purbalingga, 04 November 2023
 Kepala Sekolah


MUHAMMAD NUR ROHMAN, S.Pd.I.
 NIY: 280613250

Appendix 10: Documentation student discussion results in written form





Kelompok 3

members: Filzah ~ 12
 Faustina ~ 11
 Class: VII G. Althafa ~ 13
 Hanana ~ 14
 Haziqah ~ 15

~ Food & Drink ~

Color: White

Food & drink: - milk
 - rice
 - ~~garlic~~
 - garlic
 - coconut
 - vanilla ice cream
 - salt
 - sugar
 - lychee
 - white chocolate
 - cauliflower

Color: YELLOW

Food & drink: - pisang ✓
 - pineapple ✓
 - pear
 - ayam chicken
 - ice cream banana
 - lemon
 - durian
 - jackfruit
 - butter
 - corn
 - corn yellow
 - cheese ✓

Color: Red

Food & drink: - strawberry ✓
 - chili ✓
 - ~~cherry~~
 - cherry ✓
 - tomato ✓
 - red pepper
 - watermelon
 - strawberry cheese cake
 - tomato juice
 - apple
 - strawberry juice
 - strawberry chocolate
 - strawberry jam

Color: Orange

Food & drink: - orange juice ✓
 - carrot ✓
 - orange ✓
 - peach
 - papaya
 - rica-rica chicken
 - mango ✓
 - orange pudding
 - mango chocolate

Color: Green

Food & drink: - cucumber ✓
 - green pepper
 - lettuce ✓
 - melon juice
 - zucchini
 - peas
 - green beans
 - Avocado ✓
 - cabbage
 - melon ✓
 - matcha latte ✓
 - avocado juice
 - green tea
 - green grapes
 - spinach
 - ~~spinach~~

members :-
 - Iptiradon Irbah Al Hayyu (16)
 - Jaiza Kamila (17)
 - Lakrila Rahma Ulina Leta (18)
 - Lyandra Khairunnisa Nur Utomo (19)
 - Mayra Alia Nur Khasanah (20)

Class : VII-4

Yellow

1. Banana ✓
2. Cheese ✓
3. Pineapple ✓
4. Orange juice ✓
5. Lemon ✓
6. Corn ✓
7. Potato ✓

Red

1. Apple ✓
2. Strawberry ✓
3. Tomato ✓
4. Cherries ✓
5. Chili ✓
6. Red velvet ✓
7. Syrup ✓
8. Meat

Orange

1. Carrots ✓
2. Papaya ✓
3. Salmon slice ✓
4. Orange ✓
5. Mango

Green

1. Cucumber ✓
2. Watermelon ✓
3. Avocado ✓
4. Celery ✓
5. Spinach ✓
6. Melon ✓
7. Peanuts ✓
8. Lettuce ✓

White

1. Milk ✓
2. Rice ✓
3. Egg
4. Coconut ✓
5. Garlic ✓
6. Salt ✓
7. Sugar ✓
8. Flour ✓
9. Mustard ✓

Appendix 10: Curriculum Vitae

A. Identitas Diri

1. Nama Lengkap : Syafadilla Putri Mulia
2. NIM : 2017404039
3. Tempat/Tgl. Lahir : Purbalingga, 24 September 2002
4. Alamat Rumah : Karang Sentul rt02/rw 02, Padamara, Purbalingga
5. Nama Ayah : Mulyono
6. Nama Ibu : Tariyah

B. Riwayat Pendidikan

1. Pendidikan Formal
 - a. SD/MI, tahun lulus : SD Negeri 2 Karang Sentul, 2014
SMP/MTS, tahun lulus : Mts Minhajut Tholabah Purbalingga, 2017
SMA/MA, tahun lulus : SMA Takhassus Al-Qur'an Wonosobo, 2020
S1, tahun masuk : UIN Prof. K.H. Saifuddin Zuhri Purwokerto, 2020
2. Pendidikan Non-Formal
 - a. Pondok Pesantren Minhajut Tholabah
 - b. Pondok Pesantren Al- Asy'ariyyah
 - c. Pondok Pesantren Al Hidayah Karang Suci

C. Pengalaman Organisasi

1. Dewan Ambalan SMA Takhassus Al Qur'an
2. Koperasi Satria Manunggal Purwokerto

Appendix 11: The Letter of Research Instrument Validation

SURAT KETERANGAN VALIDASI

Yang bertanda tangan dibawah ini:

Nama : Irra Wahidiyati, M.Pd.
 Instansi : Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto
 Jabatan : Dosen

Telah membaca instrumen penelitian berupa observation guideline dan interview checklist yang akan digunakan dalam penelitian dengan judul "The Cooperative Learning Implementation Of *Send a Problem* Technique in Teaching Writing To the Eighth Grade at SMP Sambas IBS Putri Purbalingga" oleh peneliti:

Nama : Syafadilla Putri Mulia
 NIM : 2017404039
 Prodi : Tadris Bahasa Inggris

Dengan ini menyatakan instrument tersebut,

- Layak digunakan
- Layak digunakan dengan revisi
- Tidak layak digunakan

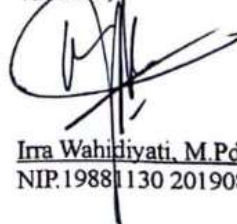
Setelah memperhatikan instrument yang telah dibuat, maka masukan untuk instrument tersebut adalah:

Menghilangkan yang bukan merupakan bagian dari
 mplementasi "Send a Problem"

Demikian surat keterangan ini dibuat agar digunakan dalam pengumpulan data.

Purwokerto, ... Januari 2023

Validator,



Irra Wahidiyati, M.Pd.
 NIP.19881130 201908 2 001