

CHAPTER II

REVIEW OF RELATED LITELATURE

In this chapter, the writer would like to review of some theories relevant with the problems of research question covering: (1) Motive and Motivation, (2) Type of Motivation, (3) The Function of Motivation, (4) Ways of Creating Learning Motivation.

A. Motive and Motivation

Motive is a stimulus and encouragement to create behaviour. Besides that, there are some definitions of motive and motivation given by some experts. According to Woodworth (1982:17), “a motive is a set predisposes the individual of certain activities and for seeking certain goals”. While according to Franssen (1982: 18), “motive is internal conditions that arouse sustain direct and determine the intensity of learning effort, and also define the set satisfying or unsatisfying consequences of goal”. Tadjab (1994:101) states “Motive adalah daya penggerak dalam diri seseorang untuk melaksanakan aktivitas-aktivitas tertentu demi mencapai suatu tujuan tertentu”. According to Harmer as cited from Longman (2007:98) motivation is defined as “some kinds of internal drive which pushes someone to do things in order to achieve something.” Hilgard in Pasaribu (1982:18) defines motivation as a general term characterizing the needs, aspirations, purposes of the organism as these initiate or regulated need satisfying or goal seeking behaviour”. Donald (in Pasaribu 1982:19) gives the definition of

motivation as an energy change with the person characterized by effective arousal and anticipatory goal reaction. And according to Martin (in Tadjib 1994:2), “Motivasi adalah suatu tenaga atau faktor yang terdapat dalam diri manusia yang menimbulkan, mengarahkan dan mengorganisasikan tingkah laku”.

The meaning of motivation based on terminology aspect as follow, According to Hilgard and Russell, motivation is the evidence seems rather clear that motivation is not something applied a part from the learning situation but is an intrinsic part of it. Motivation is undeniable and probably the most important factor that educators can target in order to improve learning (Olson, 1997; Munir, 2009). Burton states that “individuals are motivated by purposes and goals which make sense to those individuals; which restore the natural equilibrium of the individual.” It can be concluded that motivation must be provided in teaching learning process since the motivation itself is an intrinsic part of it. The motivation helps the educators to improve the student.

From the definitions above, it can be concluded that motivation is a situation inside of human that causes someone does activities to reach a goal.

B. Types of Motivation

According to Burton (1952: 69), Sardiman (1988:88-89), and Longman (2007:98) states that “motivations are divided into two types; intrinsic and extrinsic motivation”. Intrinsic motivation is motives which have functions without any influence from outside because inside of each individual has motivation to do something. It means that the intrinsic motivation comes from

within the individual without any influence from others. For example, the student has a hobby to read. He/she will look for the suitable book to read without any instruction from other people. According to Sardiman (1988:89) willingness and curiosity about something include intrinsic motivation. Meanwhile, extrinsic motivation is motives which have functions because of stimulus from outside. The external sources of motivation of learning English are the goal which students perceive themselves to be learning for, the society they live in (classroom) and the people around them (teacher and classmates) (Harmer, 2007:99).

According to A. Tabrani (1992:72) there are four types of motivation, namely:

a. Competition

It is divided into two, they are: achievement competition and competition to other people. In achievement competition, the students must know the result that is achieved and then attempt to increase the result. Meanwhile in competition to other people, the students learn and compare the result achieved with other students.

b. Clear goal

Motivation encourages the students to achieve the goal. If the goal is clear and useful for the students, the students will attempt to achieve that goal.

c. Close to the goal

If the students see that the goal is far, they will be lazy to achieve and increase the goal. On the contrary, the students will be motivated to reach the goal if it is close to the students.

d. Interest

Interest influences a process of achievement to a motivation. If someone is not interested in something, she/he will not do any activity. But if someone has interest in learning she/he will learn enthusiastically. Someone's interest to learn something can be seen from her/his desire to study.

The students who have interest in learning English will feel enjoy and give full attention when they follow the lesson. By knowing this, the teacher needs to attempt to raise students' interest based on students' behaviour and achievement. The students have put interest to the lesson indicated by their behaviour. For example: if they give full attention, enjoy and feel happy in the class, and they will achieve good achievement.

According to Burton (1952:69) "to provide the motivation, the teacher must study and know his individual pupils and a group members. Ease of motivation by the teacher is directly related to his knowledge of the learner's characteristics, and to his ingenuity in making connection between them and the desired learning experiences."

C. The Function of Motivation

Motivation has a lot of functions in learning. For example, All students study hard in facing examination. They are being motivated to get the best score in the examination. According to Sardiman (1988:84), there are three functions of motivation as follows:

- a) Support people to do something. In another words, the motivation has a function as the activator in each activity.
- b) Determine the line of action. It means that the motivation gives the line or suitable guidance to the goal.
- c) Select the action. In this term, the motivation has a function to determine the appropriate action to reach the goal.

Palmer (2007) and Sardiman (1988:101) states as follows:

“The students are known to be motivated when they pay attention, they begin working on tasks immediately, they ask questions and volunteer answer, they appear to be happy and eager to study, they want to solve the problems, and they do not depend on others constinually.”

D. Ways of Creating Learning Motivation

According to Sardiman (1991:91) there are 10 ways to raise motivation in learning activity at school, namely:

a. Give score

Score is a symbol of value in learning activity. The scores are the strongest motivation for students.

b. Prize

Prize is a motivation arousal too, but it is not always like that. For a work, perhaps it is not interesting for someone who is not interested in it.

c. Competition

Competition is used as an instrument of motivation to encourage students' learning. The individual or group competition can increase students' achievement.

d. Ego-Involvement

Ego-Involvement is meant to raise consciousness to students. By applying it, the students will feel the importance of the task and receive it as challenge.

e. Give test

The students will be diligent to learn if they know that there will be a test. Therefore, giving a test is an instrument of motivation too.

f. To know the result

By knowing the result of task, if there is a progress, it can encourage students to study diligently.

g. Praise

If there is a student successful in finishing their task well in learning, the teacher needs to give praise. It is a kind of positive reinforcement and motivation.

h. Punishment

Punishment is a negative reinforcement. But if it is given exactly and prudently the punishment will be a tool of motivation.

i. Desire to learn

It means that there is an element of consciousness to study.

j. Interest

A motivation rises because there is a need. An interest is a tool of principal communication. The process of learning will run well if there is an interest. Similar to Sardiman, Djapri Basri (1989:12) proposes 12 ways to give students motivation to learn, they are:

a. Create learning situation that is enjoyable

The situation of learning must be enjoyable. The enjoyable situation can arouse students' learning motivation.

b. Give prize

Giving prize to clever students can be motivation for students themselves and other students. It will encourage students to get good score.

c. Give praise

If there is a student who is successful in doing task well, it needs to be given praise. Because it is a positive reinforcement and can raise desire of student to study.

d. Competition

Competition is needed too, because it can raise achievement for individual or group competition.

e. Cooperation

In learning activity, cooperation can raise the students' interest in learning group. The cooperation can give encouragement to learn and help the students who is less clever. f. Inform students there will be a test. The student will be more diligent to study if they know that there will be a test. This is useful to increase their achievement.

f. Ego-Involvement

The students' behaviour can appear in tasks that they have done if the students feel the importance of tasks and receive it as challenge. So, they will do that task diligently.

g. To arrange the students' seat variously

The arrangement of students' seat will create the harmony of learning situation. The teacher and students do not feel bored to use and occupy that class.

h. Use various methods in teaching to fit the material

By using various methods in teaching to fit the material, the role of students in learning can be increased.

i. To give comment to students' work

Besides giving score, comment about mistake that have been made by students in learning is also important to encourage students to learn, such as "very good work", "next time will be better", "actually you are able to do the task, but it is still less accurate.

j. warning

For the students who make mistake, lazy and bad behaviour in learning activity, the warning can be a tool to correct behaviour. Example: The student who makes noise in the class.

k. Punishment as tool of education

Punishment can be used if the other way is not effective. It may be done if it can change the students' behaviour.

Based on the opinions above, it can be concluded that the teacher in raising learning motivation need to encourage students' spirit and release burden. Therefore, the goal of teaching and learning activity can be achieved optimally.

Previous Study

A. The Nature Motivation

To provide with a better comprehension of the nature of motivation, the researcher will define motivation and describe functions and kinds of motivation.

1. Definition of motivation

Each individual has an internal condition played a role in her day-to-day activities. One of the internal conditions is motivation. Motivation is not only applied in everyday life but education world was also very instrumental motivation for example, to reach successful on teaching learning process needed one important factor, namely “motivation”. Motivation is the basic impulse that drives a person to behave.

Besides, based on Sumadi Suryabrata as quoted by Dr H Djaali, (2011) motivation is a state located in the one who encouraged him to perform certain activities in order to achieve a goal. Meanwhile (Gates et all,1954) suggested that motivation is a physiological condition contained in a person who set her behaviour certain way. (Greenberg,1996) say that motivation the process of generating, directing and stabilizing behaviour toward a goal. In other word, the meaning of motivation is taken from Roman “movers” that means movement. From the above definition, it can be concluded that motivation is the psychological state of physiological and contained in the one who encouraged him to perform certain activities in order to achieve a goal (requirement).

Meanwhile, according to Echols and Shadily (1976:386) the meanings of motivation are reason and motivation. Kenneth T.Henson (1999:373) motivation is a student's interest in doing academic work and learning academic material.

According to Mc. Donald (in Sardiman, 1986:73) motivation is change energy on someone or individual that signed by "feeling" and formerly reaction toward the purpose. From statement above, the researcher concludes that motivation is beginning with change energy on every individual that signed by feeling and stimulate because of the purpose.

According to Dorney (2001:2), motivation is related to one of the most basic aspects of the human mind and it has a very important role in determining success or failure in every learning situation. From statement above, the researcher concludes that motivation is an important factor on giving contribution to support or stimulate that the students on success or failure on learning process.

From the perspective above, motivation is as a reason action which means that motivation becoming power or stimulates and individual's actions. Motivation also can be said as a process of effort to provide certain condition, in order to someone want and interest to do something and if she or he does not interest, so she or he will try to lose her or his felling that something is not interest. So, motivation can be stimulated from external but motivation grows on human self in learning process.

According to Sardiman (1986:84-85), he describes the functions of motivation bellow:

- a. Stimulate the students to do activity

It means that in this research, motivation is used as is stimulus for every activity.

b. Established with the actions

Motivation is giving direction toward to whom that they wants to gain. Thus motivation gives direction on activity that as appropriate with the goal.

c. Select the action

When the students will get the examination and they want to pass examination they will study hard. It can be concluded that the students will do some efforts to pass the examination. From perspective above can conclude that motivation make students become active and they have real purpose in their activity.

From the above three functions, the researcher concludes that the functions of motivation influence individuals' attitude and behaviour. The functions of motivation is giving direction and arranging (motivation is guide for individuals to take action), selecting (motivation is individual behaviour (big or little energy on individuals depend on motivation)

Besides, according to Djamarah (2002:123) the function of motivation are:

a. Motivation as stimulation action

If we look some children around three years having playing with their friends and one of them being confused of some thing because of the cannot take it on the table, certainly he will think how he can reach it. Few minutes later he put a chair, take it in front of the table then he use it as mediator to reach that something on the table. This case shows that there is stimulation of the child,

something on the table make him being anxious and think how to reach. This is making him being motivated and tries to reach it.

b. Motivation as a moving action

This motivation have a function to make a student for example to study hard, he will use most of the time to study in order he will get the best result.

c. Motivation as guidance of action

This motivation make the student know what they will do and what must they neglected in learning process.

2. Kinds of motivation

McClelland (in Uno, 2010: 9) states “a motive is the red integration by cue of a change on an affective situation. Motive comes from stimulation of the difference between recent situation and the expected situation, so the change seems on affective difference when it reaches achievement.”

In other word, motivation is implication from red integration and changing on an affective situation. The cue of a change appears on different effective and effort to reach.

Rukminto as quoted by Uno (2010) mentions another term of motivation, is motive. The term “motivation” and “motive” actually have similar meaning. The term “motivation” comes from the origin word “motive” that means an internal power of individual. Meanwhile, according to Gerungan as quoted by Uno (2010), motive can be classified into three kinds, they are: motive of biogenetic, motive of sociogenetic and motive of theologies.

- a. Motive of biogenetic is motive which comes from organ necessity to life continuously such as feeling hungry and thirsty, taking a rest, and studying to do activities.
- b. Motive of sociogenetic is a motive which comes from environment where an individual life's. This motive is not expanded by itself but it is influenced by culture environment where the individual lives. For example: someone desires to study English and wants to get good achievement
- c. In motive of theologies, human is a devout creature, so that they interact each other and they also interact with God. For example they pray every day. Wishing to serve toward the God in order to realize some religious values.

According to Frandsen as quoted by Sadirman (2007), there are three kinds of motive as follow: cognitive motivation, self-expression and self-enhancement.

- a. Cognitive motivation: this motive concerns with individual satisfaction and usually it processes and products way of thinking.
- b. Self-expression: is part of human behaviour. The important aspect in self-expression does not only know about why and how something happens. But also knowing the ability to create interesting creation. Fluffing self-expression needs creativity and imagination. So, in this part someone has desire and actualization.
- c. Self enhancement: this motive deals with passing on the self actualization and developing competition which will increase progressing on self individual. Everyone wants to have self-progressing in their life. On learning process, this motive can create healthy competence situation for the students.

It means that the three kinds of motivation above give explanation about cognitive motivation, which is a motive which can come from the process of thinking and self-expression which becomes part of human behaviour. To fulfil the self-expression, the individual must have creativity and imagination. Then, self-enhancement on learning process from competence.

B. Learning Motivation

Blumenfeld, (1992) as quoted by Wahyuni (2009) explains that a teacher has three important orders to motivate students, as follows:

1. The teacher tasks the students to be active on teaching learning process in the classroom (teacher is creating learning motivation condition).
2. The teacher makes plan for long term program to improve student's personality (the students are able to educate themselves for long time).
3. The teacher stimulates the students to have ideas toward what they want to learn.

It can be concluded that making the students active on teaching learning process in the classroom can be done by using discussion, making group working, asking and answering question, playing games and singing songs. It needs plan for long term program to improve the student's personality to acquire the student's personality. Whereas, the teacher wants the students to be able to create new ideas or have opinion about learning material, so the teacher should stimulate the students to have ideas toward what they want to learn.

The teaching and learning process can be successful if the teacher can stimulate the student's activities and giving motivate on learning process. There are some ways to create motivation on teaching learning process. According to Sardiman (2007: 93), some ways to create motivation on teaching learning process at school are:

a. Giving number or score

Number or score in symbol of learning value given by the teacher as a result of study. The student's of study is just to get good value. Usually, they take not of daily examination and rapport. Good number or score is a strong motivation for the student, but other students give their attention just to be promoted at school. All of score above is not significant for learning outcomes. So, the teacher must have some ways to give number or value toward the students. The example is the teacher does not only give cognitive score but also give score for the student's affective and psychometric. It makes the student's to study hard every day.

b. Giving reward

Reward is called as a motivation, but not all of students are interested toward it. It can be seen on this example: the teacher will give reward for good pictures, probably some of them are not interested on getting reward because they don't have talent to draw good picture. The teacher does not often given reward for the students because they will depend on reward.

c. Giving competition up of competition

Competition can be used as motivation instrument to stimulate the students on learning. Individual or group of competition can increase the student's attitude on learning English. Competition is a good way to make students active and enthusiasm on learning activity.

d. Ego-involvement

Ego-involvement is the way to make students awareness toward important duty that they get as a challenge, so they are hard working and entrust self-esteem as motivation. Someone in the task is symbol of proud and self-esteem.

e. Giving examination

The students will study hard if they know that the teacher will conduct exam tomorrow. Examination is used by the teacher to acquire the students understanding about the material. The teacher can give examination after finishing one chapter or some chapters. Giving too much exam (every day) makes the students bowered.

f. Giving praise

The praise is positive reinforcement given by the teacher to the students. The praise can be given by the teacher if the students to finish are not able to do the task. The praise can be concreted with a comment to their students using some good word such as: good, excellent, thanks you, and good job. Those words make students respect toward their effort.

g. Giving punishment

Punishment is negative reinforcement for the students, but if it is given in effective situation, it becomes motivation. Because of it, the teacher must know about principles on giving punishment.

h. Interest (desire)

Motivation has important relation toward interest (desire). Both of them give influences toward learning process. Learning process runs well because of interest. Interest can improve the student's motivation such as: giving opportunity to get better result.

i. Significant purpose

Formulation of the purpose possessed by all of the students becomes important motivation. Understanding the purposes which are going to be reached gives benefit and improve teaching learning process by the teacher. By using systematic purpose, the successful on learning process can be reached easily.

From the statement above, it can be concluded that the teacher has big responsibility to the success of teaching learning process. Besides, the teacher must be able to create conducive and interesting situation in learning which can motivate the students on teaching learning process, the teacher can use some ways, such as: giving number or score to the students who succeed or failure in the tasks, giving reward to the students who have good picture for example, giving competition (the teacher can make competition on group or individual), ego involvement which means are one way to give consciousness toward important duty, giving examination to measure the students ability on understanding materials, giving praise by the teacher for active or passive the

students using some good word such as: good, very good and excellent, giving punishment, interest (desire) which has important relation toward motivation, significant purposed by all of students to provoke study.

C. Teachers' Strategy in Motivating Students

Henry Mintzberg, (1994) as quoted by Nicols (2012) point out that strategy is a plan, it means of getting from here to there. By having the standard or measurement through certain teaching and learning the teacher can create the situation which is effective for the activity in the classroom. To solve the problems related to education, such as difficulty in studying foreign language, teachers are demanded to have initiative and creative way to make students fell interest in learning especially learning English as foreign language in Indonesia. In globalization era the ways of their teaching are very influential to make students' understanding about the material. Teaching itself is very crucial work because the worker should give their power and mind maximally to reach the purpose of education.

Basically, teacher has important role in the teaching – learning process in classroom. Teacher is also the main command for his students. One of the Important commands is motivating strategy. Motivation is an essential condition of learning. The essential part is how to the create the essential condition or some activities to engage the students to dhow the learning activities. Moreover, teacher takes an essential part for this term. The teacher should think how to stimulate the students to be active in good learning activities. Teaching strategy for a teacher is

forty important if he wants to become a professional teacher, so in addition the teacher must master the substance of the subject which she or he master. The teacher is also able to apply well how to motivate the students.

Motivating strategy is the skill in the activate before opening the lesson. Motivating strategy refers to pre-activity, whilst activity, and post-activity. Motivating strategy is an activity carried out by the teacher to create situation in which the student are mentally ready to focus their attention on what is being learned. In other words, motivating strategy is the teacher way motivate the students in starting the lesson. Giving motivation strategy in the process of teaching – learning English is aimed to improve the quality of education. These improvements are nothing without support from a teacher and students who participate in the improvement of education.

Giving motivating strategy is intended to prepare students participate mentally into the issue to be discussed and to focus their attention on the subject matter to be discussed in the learning activity.

There are some teacher's strategies to motivate students (n.n.n.d) in learning:

1. Becoming a role model for students interest

The teacher delivers presentations with energy and enthusiasm, displays motivation to the students, makes the course personal and shows why the material is interesting.

2. Getting to know your students

Teacher should be able to know students' concerns and backgrounds and students' personal interest. By knowing those, the teacher will inspire the students appropriately. Besides, the teacher should display a strong interest in students' learning and a faith in students' abilities.

3. Using examples freely

Many students want to be shown why a concept or technique is useful before they want to study it further. The teacher informs students about how teacher course prepares students for future opportunities.

4. Being free with praise and constructive in criticism

Negative comments should pertain to particular performances, not the performer. The teacher offers non judgmental feedback on students' work, stresses opportunities to improve, looks for ways to stimulate advancement, and avoids dividing students into minor group.

5. Giving students as much control over their own education as possible

Teachers let students choose paper and project topics that they are interested in and assesses them in a variety of ways (tests, papers, and projects, presentations) to give students more control over how they show their understanding to the teacher. The teacher also gives students options for how these assignments are weighted.

The students with disabilities are lack of motivation. The lack of motivation often stems from a low self-esteem or confidence level. As the teachers, there is a lot that can be done to improve the motivational level. One needs to remember that these students are often fragile mentally and require a

great deal of confidence boosting before the following techniques will work. There also one strategy to improve motivation as stated by Watson (n.d), as follows:

1. Always build on prior knowledge, it means the teacher really needs to understand exactly where your student is academically good.
2. Be sure to praise and recognize all efforts and attempts at improving. Give lots of verbal and non-verbal reinforcements.
3. Provide opportunities for peer mentoring, buddy up, social skill development and cooperative learning whenever the situation presents itself.
4. Use graphic organizers to assist the students.
5. Give immediate feedback for on task, task completion, solid efforts and demonstrated improvement at every opportunity.
6. Encourages independence at every opportunity and provide positive feedback when the student is working well independently.
7. Always focus on the student's abilities not disabilities.
8. Provide opportunities for the students to take risks in new learning situations
9. Give the students opportunity to provide feedback, let him/her tell you why he/she think you're happy with them. Always provide opportunities throughout the day for the student to experience success.

From the declarations above, the researcher can conclude that the teacher strategies are the important one to motivate students in learning process.

Based on statements above that a teacher must have alternative ways in order the process of learning can be interest and fun. As like that, because the

learning process is always establish and optimize the group in order to active the goal and not just for the sake of completion of tasks and discussion only, so each individual in the group will have a role although the composition of the group, however varied role not be a dominant individual who is deemed more excellent. In carrying out Cooperative Learning, there are five elements that must be the positive interdependence (positive interdependence), individual accountability (Individual responsibility), face-face primitive interaction (interaction with face-face), appropriate use of collaborative skills (establishing communications in group), and group processing (process group).

Learning model is a form of program or user guide teaching strategies designed to achieve the learning objectives. The guidance includes the teacher's responsibility in planning, implementing, and evaluating learning activities. One of the goals of the use of learning model is to increase the students during learning. With the selection of methods, strategies, approaches, and techniques of learning, expected a change of recall (memorizing) or memorization (rote learning) in the direction of thinking (thinking) and comprehension (understanding), from lectures models approach to discovery learning or inquiry learning, from individual to cooperative learning, as of the well as of the subject centered to learner-cantered or cooperative learning of construction students.

Models of cooperative learning model that prioritizes the groups. Each student in the group has the ability levels of different (high, medium, low). Cooperative learning model prioritizes cooperation solving the problems to apply knowledge and skills in order to achieve the learning objectives. There are the

clear statement by Miss Ranita (2011), about learning style with cooperative learning and the application of English:

1. Jigsaw cooperative learning

Jigsaw cooperative learning has steps in the learning process is as follow:

- a. The teacher divides the class into groups, with each group consisting of 4-6 students with different ability levels of ability either high, medium, and low, and if possible members come from different races, cultures, ethnic groups, but still give priority to gender equality. This group is called the group of origin. Number of members of the original group to adjust the number of parts subject matter the students will learn in accordance with the learning objectives to be achieved. In Jigsaw type this, each student is given the task of studying one part of the learning materials.
- b. After students discuss in groups or expert groups of origin, then performed the presentation of each group or conducted the draw of one group to present the results of focus group discussions that have been done so that the teacher can make the perception on learning materials that have been discussed.
- c. Teacher gives quizzes to students individually.
- d. Teacher give awards to groups through award scores on the based on the acquisition value of improved learning outcomes of individual quiz score base to score the next (current).
- e. Material should naturally be divided into several sections of learning materials.

- f. It should be noted that if you use this type of Jigsaw to learn new material, needs to be prepared a guidance and content of the material as well as the coherent enough so that objectives can be achieved.

2. Cooperative learning NHT (Number Head Together)

NHT type of cooperative learning, are generally used to engage students in learning or strengthening comprehension check student' understanding of the learning material. Implementation steps NHT type:

- a. Teacher delivers learning materials to students or issues in accordance basic competencies to be achieved.
- b. The teacher gives a quiz individually to students to get a base score or score early.
- c. The teacher divides the class into groups, consisting of 4-5 students, each group member is given a member or name.
- d. Teachers submit the problems to be solved together in a group.
- e. Teachers check students' understanding by calling one of the numbers (names) members of the group to answer. Answer one of the students designated by the teacher is a representative response from the group.
- f. Teachers facilitate students in making a summary, directing, and confirmed at the end of the lesson.
- g. Teachers give tests / quizzes to individual students.
- h. Teacher's obligations to the group through award scores based on the acquisition value of the increase results from the individual learning base to score the quiz score next (current).

3. Cooperative learning STAD (Student Team Achievement Divvisions)

There are the steps in implementing STAD cooperative learning:

- a. Teachers deliver learning materials to students or issues in accordance basic competencies to be achieved.
- b. The teacher gives a test / quiz to each student andividually so that would be obtained score early.
- c. Teachers formed groups. Each group consists of 4-5 students with different abilities (high, medium, and low). If group members may come from different races, cultures, ethnic groups, but remains concerned with gender equality.
- d. Material that has been prepared material in a group discussion to achieve basic competence. STAD cooperative learning is typically used to gain understanding of the material.
- e. Teachers facilitate students in making a summary, directs, and gives emphasis on learning materials that have been studied.
- f. The teacher gives test / quiz to each student individually.
- g. Reward teachers based on the acquisition value of the group increase individual learning out comes from baseline score to the score the quiz the next (current).

5. Cooperative Learning Type TAI (Team Assisted Individualization atau Team Accelerated Instruction).

This type combines the advantages of cooperative learning and learning individual. This type is designed to address the learning difficulties of individual

students. Therefore, learning activities more widely used for solving problems, characteristic of this type of TAI is each individual student's learning instructional materials that have been prepared by the teacher. Individual study results were taken into group members, and all members of the group responsible for the overall response as a shared responsibility. There are the steps of TAI cooperative learning are as follow:

- a. Teachers give assignments to students to study individually learning materials that have been prepared by the teacher.
- b. The teacher gives a quiz individually to students to get a base score or score early.
- c. Teachers formed groups. Each group consists of 4-5 students with different ability levels vary (high, medium, and low). If possible, a member of the group consisting of races, cultures, ethnic groups, but still gives priority to gender equality.
- d. Individual student learning outcomes discussed in the group. In the group discussion, each member of the group are friends of the group checking answers.
- e. Teachers facilitate students in making a summary, direct, and give emphasis on learning materials that have been studied.
- f. teacher give quizzes to students individually.
- g. Reward teachers based on the acquisition value of the group increase individual learning outcomes from baseline score to the score of the quiz the next (current).