

Appendix 1 : lampiran Penelitian (Hasil Penelitian)

RESEARCH SCHEDULE

No	Activity	2024				2025			
		Dec	Jan	Feb	Mar	Apr	May	June	July
1	Research Proposal Writing								
2	Research Proposal Seminar Approval								
3	Research Proposal Seminar								
4	Data Collection								
5	Data Analysis								
6	Undergraduate Thesis Approval								
7	Thesis Examination								

Instrument and ResHearch Data

A. Observation

1. Observation Sheets

No	Aspects Observed	Indicators	Implementation of Cooperative Learning in English Language Learning		Done	Undone	Challenges or obstacles
1.	Dimension of Believing, Fearing God Almighty, and Having Noble Character	Religious morals	<i>Delivering goals and preparing students</i>		✓		
			Teacher	Encourage students to pray before and after class according to their respective religions.	✓		
				Encourage students to discuss the moral messages of their lessons.	✓		
				Guide group di scussions by reflecting religious values such as respecting differences of opinion.	✓		

			Students	Students pray before and after class, both individually and together.	✓		
				Students practice proper discussion etiquette in accordance with religious values, such as not interrupting, respecting others who are speaking, and showing humility.	✓		
		Personal morals	Helping and guiding teamwork		✓		
			Teacher	Motivate students when they face obstacles during group work.	✓		
				Remind them of the importance of responsibility and integrity when working in teams.	✓		
			Students	Demonstrate honesty and discipline in completing their part of the task of writing informational	✓		
				Students admit mistakes if they are late or have not done their part, then correct it with the team.		✓	The presence of shame and fear of admitting mistakes,

							followed by a lack of awareness and personal responsibility, as well as ineffective team communication.
		Manners towards humans (Others)	<i>Organizing students into teams</i>		✓		
			Teacher	Divide students into small groups.	✓		
				Emphasize the importance of respecting and listening to other members' opinions.	✓		
			Students	Support and respect each other in the discussion of information text learning.	✓		
				Helping friends who need help in the discussion process.	✓		
		Manners towards nature	<i>Delivering the information</i>		✓		
			Teacher	Teachers relate learning topics to the importance of preserving		✓	Limitations of materials

				God's creation (nature).			English textbooks often focus on general topics (family, school, hobbies) without much thematic content about the environment or spirituality.
			Students	Students write and present information text related to nature.		✓	The lesson material is sourced solely from textbooks related to daily activities
		State morals	<i>Giving a reward</i>		✓		
			Teacher	Reward groups that display strong nationalism values.	✓		

				Accompany the writing process and discussion in groups by giving positive feedback.	✓		
			Students	Students work with groups to create original and inspiring texts..	✓		
				Students present their writing of informational text with enthusiasm.	✓		
2.	Dimensions of Global Diversity	Recognize and appreciate culture	<i>Delivering the information</i>		✓		
			Teacher	Provide examples of informational text containing local or cultural wisdom values.		✓	Teachers only rely on the material already in the textbooks
				Encourage students to respect differences in diverse cultural backgrounds among students.	✓		
			Students	Create informational texts that introduce local traditions or different cultures.		✓	Students create informational texts based on

							material found in printed English textbooks
				Respect the differences in diverse cultural backgrounds.	✓		
		Intercultural communication and interaction	<i>Evaluation</i>		✓		
			Teacher	Evaluate the way students deliver the text whether they respect differences in culture, language or customs.	✓		
			Siswa	Present informational texts that are not offensive to other groups.	✓		
				Students accept or are open to feedback.	✓		
		Reflection and responsibility on the experience	<i>Evaluation</i>		✓		
			Teacher	Reflect on their learning process by asking students to give feedback on their lesson.	✓		

		of diversity		The teacher makes sure to give examples of correct and quality informational text.	✓		
			Students	After learning about informational text, students reflect in the shower or together with the group.	✓		
				Students present their informational text in groups	✓		
		Social justice	<i>Organizing teams</i>		✓		
			Teacher	Divide the tasks to students evenly without discrimination.	✓		
			Students	In doing the tasks given by the teacher in groups, students do it seriously without burdening their other friends to do it.	✓		
3.	Dimensions of Mutual Cooperation	Collaboration	<i>Organizing teams</i>		✓		
			Teacher	Organize the roles of each student in the group (group leader, writer, speaker or	✓		

				moderator, and group member).			
			Students	Work together to write one informational text and prepare a group presentation.	✓		
		Care	<i>Helping and guiding teamwork</i>		✓		
			Teacher	Provide support to groups that are having difficulty.	✓		
			Students	Helping group members who have difficulty in organizing sentences or ideas in creating informational text.	✓		
		Sharing	<i>Giving a reward</i>		✓		
			Teacher	Reward groups that show cooperation and share tasks fairly.	✓		
			Students	Sharing ideas and text references during discussions or when composing texts in groups.	✓		
				Exchanging ideas in the process of working on group tasks.	✓		

4.	Independent Dimension	Understanding of self and the situation at hand	<i>Delivering goals and preparing students</i>		✓		
			Teacher	Conveying the importance of recognizing one's strengths and weaknesses when writing texts.	✓		
			Students	In group work, each group member chooses a role according to his/her ability (e.g. as a writer or presenter).	✓		
		Self-regulation	<i>Evaluation</i>		✓		
			Teacher	Provide reflection to students on how they manage their time and emotions during teamwork.	✓		
				Provide feedback to students and make suggestions for improvement.	✓		
			Students	Evaluate one's contribution to group work.	✓		
				Overcoming obstacles, challenges or difficulties encountered in understanding the text being studied.	✓		

5.	Dimensions of Critical Reasoning	Acquire and process information	<i>Delivering the information</i>		✓		
			Teacher	Direct students to understand the content of the text.	✓		
				Explain how to identify valid information from reading sources or the internet.		✓	Limited learning time and limited access to other sources of information from the internet or other sources
			Students	Students search and sort relevant information for their informational text.		✓	Students only obtain information from one source, namely textbooks
				Search for supporting data for the informational text to be written.		✓	Limited sources of information available to

							students mean that they rely solely on the English textbooks they use
		Analyzing and evaluating reasoning	<i>Evaluation</i>		✓		
			Teacher	Encourage students to evaluate the texts they have written.	✓		
			Students	After the presentation, students evaluate of the informational text from other groups.	✓		
				Revise the result discussion based on critical feedback from other groups.		✓	Students lack understanding of the material and limited class time often prevent the revision process from being carried out.

		Reflecting on own thinking	<i>Evaluation</i>		✓		
			Teacher	Reflect on the new learning at the end of the learning process.	✓		
			Students	Students present their work in groups.	✓		
6.	Creative Dimension	Generating original ideas	<i>Helping and guiding teamwork</i>		✓		
			Teacher	Provide visual stimulus or stories to stimulate creative ideas.	✓		
			Students	Develop original ideas by presenting information creatively and using language that is easy to understand.	✓		
		Produce original works/actions	<i>Evaluation</i>		✓		
			Teacher	Teacher assesses originality and creativity of presentation.	✓		
			Students	Work is presented in a creative way.	✓		
		Flexibility of	<i>Helping and guiding teamwork</i>		✓		

		thinking to find alternative solutions	Teacher	Teacher encourages students to develop more than one solution or approach to writing.	✓		
			Students	Students consider peer feedback and are open to changes in ideas when drafting texts.	✓		

2. Interview Sheets

No	Aspects of Cooperative Learning	Interview Question	Teacher Responses	Validator's Checking Mark
1.	Positive dependence	How do you create a learning situation where each student in the group feels responsible for the success of the group, especially in English lessons? What is a concrete example of	I create a learning situation that emphasizes shared responsibility by giving clear group goals and linking them to individual success. Each member is given a different part of the task, and the final group score depends on each member's contribution. That way, they realize that the success of one	

		group discussion?	member will affect the group's results.	
		What do you do to encourage higher-achieving students to help their lower-achieving group mates without feeling burdened? How does this help create mutually beneficial cooperation within the group?	I instill the understanding that helping peers is part of the learning process. I also explain to high-achieving students that teaching material to peers actually strengthens their own understanding. I then provide special recognition, such as praise or additional attitude points, commonly referred to as rewards. I give rewards to students who help their peers patiently and effectively. This fosters cooperation, not competition.	
2.	Individual accountability	Does each student in the group have their own responsibilities? How do you ensure that this is done?	Yes. In each group, I assign responsibilities to each student based on their abilities and interests. Some become writers, some become information gatherers, some become presenters, and some become time managers. I conduct regular checks, and during these checks, I observe how each group works. This allows me to ensure which students are active and which are merely tagging along.	
		In group learning activities, how do you assess individual student	Yes, I assess each student's contribution by observing them directly. I observe the results of their work. Additionally, I use	

		contributions? Do you have any special way to monitor each student's involvement?	peer assessment sheets, also known as peer tutoring, where students objectively evaluate their peers or group members. This helps me understand how involved they are in the group learning process.	
3.	Cooperative skills	How do you see the development of cooperation skills among students in completing group tasks?	I see quite positive progress in the students. At first, students tended to work individually within the group. However, as time went on and they became accustomed to the cooperative learning approach, they began to listen to each other, share tasks, and work together to find solutions within the group. I also noticed an improvement in their communication skills and empathy.	
		In the process of group discussion, are students encouraged to help each other and interact actively?	Yes, I always encourage students to help each other. I explain that learning success is not only from the teacher but also from peers and the environment. So, I set discussion rules that encourage them to ask questions, give feedback, and actively clarify their peers' opinions.	
4.	Organize students into	How do you divide students into groups when using the	I usually divide students into heterogeneous groups based on their academic abilities and also their personalities to ensure a	

	cooperative groups	cooperative learning approach?	balanced group. It is not possible for all students in a group to be active. I divide some active students into groups. For example, in Group A, there are two or three active students, and the rest help their peers who are still struggling with the learning material.	
		Do you assign certain roles to each member in the group, such as group leader, note taker, or moderator? How does the assignment of roles help to improve cooperation within the group?	Yes, of course, each group has specific task assignments. For example, the group leader, who takes notes, and who manages the time. This division helps avoid one person dominating and trains each student's sense of responsibility. I rotate these roles so that all students get balanced experience and don't get bored. This way, their collaboration becomes more structured and effective.	
5.	Critically thinking students	In your experience, how can group work help students develop better critical thinking skills than individual learning?	Based on my experience so far, group work greatly helps students think critically because they must evaluate their peers' opinions, defend their own arguments, and collaboratively develop solutions. When learning individually, they tend to simply absorb information, but in a group, they are required to question and explain. This stimulates deeper	

			thinking. Thus, it taps into their potential.	
		How do you respond when students in the group have different or even conflicting opinions? Do you encourage them to debate in a healthy manner?	Of course, differences of opinion often arise within the group, for example, Student A has a different opinion, and Student B also has a different opinion. However, I see this as a learning opportunity because I facilitate them in expressing their opinions politely and listening to their peers' arguments. I teach healthy debate techniques, such as providing logical reasons and avoiding personal attacks. My goal is for them to learn to respect different viewpoints and find common ground. From these differing viewpoints, there is what is called consultation, so that through differing opinions, they can think broadly and present their thoughts in front of the class.	

ALUR DAN TUJUAN PEMBELAJARAN

A. IDENTITAS

Satuan Pendidikan : UPTD SMP Negeri 2 Gunungsitoli

Mata Pelajaran	: Bahasa Inggris
Fase	: D
Tahun Pelajaran	: 2024/2025
Kelas	: VIII (Delapan)
Penyusun	: Christine Roland Nauli Gultom, S.Pd

B. CAPAIAN PEMBELAJARAN FASE D

Pada akhir Fase D, peserta didik menggunakan teks lisan, tulisan dan visual dalam bahasa Inggris untuk berinteraksi dan berkomunikasi dalam konteks yang lebih beragam dan dalam situasi formal dan informal. Peserta didik dapat menggunakan berbagai jenis teks seperti narasi, deskripsi, prosedur, teks khusus (pesan singkat, iklan) dan teks otentik menjadi rujukan utama dalam mempelajari bahasa Inggris di fase ini. Peserta didik menggunakan bahasa Inggris untuk berdiskusi dan menyampaikan keinginan/perasaan. Pemahaman mereka terhadap teks tulisan semakin berkembang dan keterampilan inferensi mulai tampak ketika memahami informasi tersirat. Mereka memproduksi teks tulisan dan visual dalam bahasa Inggris yang terstruktur dengan kosakata yang lebih beragam. Mereka memahami tujuan dan pemirsa ketika memproduksi teks tulisan dan visual dalam bahasa Inggris. Dalam proses pencapaian pembelajaran ini, guru

menggunakan pendekatan *Cooperative Learning* jenis *Learning Together* untuk mendorong kolaborasi antar siswa dan meningkatkan interaksi selama pembelajaran bahasa Inggris.

C. CAPAIAN PEMBELAJARAN BERDASARKAN ELEMEN

No.	Elemen	Capaian Pembelajaran
1.	Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	Pada akhir Fase D, peserta didik menggunakan bahasa Inggris untuk berinteraksi dan saling bertukar ide, pengalaman, minat, pendapat dan pandangan dengan guru, teman sebaya dan orang lain dalam berbagai macam konteks familiar yang formal dan informal. Dengan pengulangan dan penggantian kosakata, peserta didik memahami ide utama dan detil yang relevan dari diskusi atau presentasi mengenai berbagai macam topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah. Mereka terlibat dalam diskusi, misalnya memberikan pendapat, membuat perbandingan dan menyampaikan preferensi. Mereka menjelaskan dan memperjelas jawaban mereka menggunakan struktur kalimat dan kata kerja sederhana. Untuk mendukung proses ini, guru menggunakan pendekatan <i>Cooperative Learning</i> yang mendorong kerja sama antar siswa dalam kelompok, sehingga interaksi, diskusi, dan pertukaran ide dapat berlangsung lebih efektif dan bermakna. At the end of Phase D, learners use English to interact and exchange ideas, experiences,

		interests, opinions, and views with teachers, peers, and others in a variety of familiar formal and informal contexts. Through repetition and vocabulary substitution, students understand the main ideas and relevant details from discussions or presentations on various familiar topics in the context of school and home life. They engage in discussions, for example, by giving opinions, making comparisons, and expressing preferences. They explain and clarify their answers using simple sentence structures and verbs. To support this process, teachers use a Cooperative Learning approach that encourages collaboration among students in groups, enabling more effective and meaningful interaction, discussion, and exchange of ideas.
2.	Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	Pada akhir fase D, peserta didik membaca dan merespon teks familiar dan tidak familiar yang mengandung struktur yang telah dipelajari dan kosakata yang familiar secara mandiri. Mereka mencari dan mengevaluasi ide utama dan informasi spesifik dalam berbagai jenis teks. Teks ini dapat berbentuk cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif. Mereka mengidentifikasi tujuan teks dan mulai melakukan inferensi untuk memahami informasi tersirat dalam sebuah teks. Dalam proses pembelajaran ini, guru menggunakan pendekatan <i>Cooperative Learning</i> untuk mendorong siswa bekerja sama dalam kelompok kecil dalam memahami dan menganalisis teks, sehingga tercipta pemahaman yang lebih mendalam melalui diskusi dan kolaborasi. At the end of phase D, students read and respond to familiar and unfamiliar texts that contain structures they have learned and familiar vocabulary independently. They search for and evaluate main ideas and specific information in various types of texts. These texts can be in print or digital form, including visual, multimodal, or interactive texts. They identify the purpose of the text and begin to make inferences to understand the implied information in a text. In this learning process, teachers use a Cooperative Learning approach to encourage students to work together in small groups to understand and analyze texts, thereby creating a deeper understanding through discussion and

		collaboration.
3.	Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	Pada akhir Fase D, peserta didik mengomunikasikan ide dan pengalaman mereka melalui paragraf sederhana dan terstruktur, menunjukkan perkembangan dalam penggunaan kosakata spesifik dan struktur kalimat sederhana. Menggunakan contoh, mereka membuat perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan menggunakan kalimat sederhana dan majemuk untuk menyusun argumen dan menjelaskan atau mempertahankan suatu pendapat. Dalam mendukung keterampilan ini, guru menggunakan pendekatan Cooperative Learning jenis Learning Together, di mana peserta didik bekerja sama dalam kelompok untuk merencanakan, menulis, dan merevisi teks mereka, sehingga mendorong saling tukar ide, kolaborasi aktif, dan penguatan pemahaman bersama. At the end of phase D, students read and respond to familiar and unfamiliar texts that contain structures they have learned and familiar vocabulary independently. They search for and evaluate main ideas and specific information in various types of texts. These texts can be in print or digital form, including visual, multimodal, or interactive texts. They identify the purpose of the text and begin to make inferences to understand the implied information in a text. In this learning process, teachers use a Cooperative Learning approach to encourage students to work together in small groups to understand and analyze texts, thereby creating a deeper understanding through discussion and collaboration.

D. TUJUAN PEMBELAJARAN

ELEMEN	KODE TP	TUJUAN PEMBELAJARAN
1. Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	1	Memahami Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)
	2	Menerapkan Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)
	3	Mengevaluasi Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)
	4	Menganalisis Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)
2. Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	1	Memahami Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual,
	2	Menerapkan Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual,
	3	Mengevaluasi Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual,
	4	Menganalisis Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual,

ELEMEN	KODE TP	TUJUAN PEMBELAJARAN
3. Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	1	Memahami Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)
	2	Menerapkan Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)
	3	Mengevaluasi Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)
	4	Menganalisis Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)

E. ALUR TUJUAN PEMBELAJARAN

Elemen	Tujuan pembelajaran (TP)	Indikator ketercapaian (IKTP)	Materi	Dimensi P3	Modul	Jp
1. Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	Memahami Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	Siswa dapat memahami Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah) Pembelajaran dilaksanakan dengan menggunakan pendekatan Cooperative Learning jenis Learning Together untuk mendorong kolaborasi dan interaksi aktif antar siswa.	• Mandiri • Kreatif • Bernalar kritis	Kemendik budristek	4 x 45 Menit
	Menerapkan Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di	Siswa dapat menerapkan Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam	Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah). Pembelajaran menggunakan pendekatan	• Mandiri • Kreatif • Bernalar kritis		4 x 45 Menit

	sekolah dan di rumah)	konteks kehidupan di sekolah dan di rumah)	Cooperative Learning jenis Learning Together.			
	Mengevaluasi Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	Siswa dapat mengevaluasi Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah dengan pendekatan Cooperative Learning jenis Learning Together).	• Mandiri • Kreatif • Bernalar kritis		4 x 45 Menit
	Menganalisis Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	Siswa dapat menganalisis Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah)	Menyimak – Berbicara (ide utama dan detil yang relevan dari diskusi atau presentasi, topik yang telah familiar dan dalam konteks kehidupan di sekolah dan di rumah melalui pembelajaran kolaboratif dengan pendekatan Cooperative Learning jenis Learning Together).	• Mandiri • Kreatif • Bernalar kritis		4 x 45 Menit
2. Membaca – Memirsa (ide utama dan informasi spesifik	Memahami Membaca – Memirsa (ide utama dan informasi spesifik	Siswa dapat memahami Membaca – Memirsa (ide utama	Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis	• Mandiri • Kreatif • Bernalar kritis	Kemendik budristek	4 x 45 Menit

dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif). Pembelajaran menggunakan pendekatan Cooperative Learning jenis Learning Together untuk meningkatkan pemahaman melalui kerja sama kelompok.			
	Menerapkan Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	Siswa dapat menerapkan Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif, dengan pendekatan Cooperative Learning jenis Learning Together).	• Mandiri • Kreatif • Bernalar kritis		4 x 45 Menit
	Mengevaluasi Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya	Siswa dapat mengevaluasi Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital,	Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif dengan strategi	• Mandiri • Kreatif • Bernalar kritis		4 x 45 Menit

	teks visual, multimodal atau interaktif)	termasuk diantaranya teks visual, multimodal atau interaktif)	kerja kelompok menggunakan pendekatan Learning Together).			
	Menganalisis Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	Siswa dapat menganalisis Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif)	Membaca – Memirsa (ide utama dan informasi spesifik dalam berbagai jenis teks cetak atau digital, termasuk diantaranya teks visual, multimodal atau interaktif melalui diskusi kelompok kecil dalam pendekatan Cooperative Learning).	• Mandiri • Kreatif • Bernalar kritis		4 x 45 Menit
3. Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	Memahami Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	Siswa dapat memahami Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan pendekatan Cooperative Learning jenis Learning Together untuk memfasilitasi kolaborasi dalam merancang dan menulis teks).	• Mandiri • Kreatif • Bernalar kritis	Kemendik budristek	4 x 45 Menit
	Menerapkan Menulis – Mempresentasikan	Siswa dapat menerapkan Menulis	Menulis – Mempresentasikan	• Mandiri • Kreatif • Bernalar		4 x 45

	(perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	– Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	(perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi melalui kerja kelompok berbasis pendekatan Learning Together).	kritis		Menit
	Mengevaluasi Menyimak – Berbicara menggunakan Bahasa Inggris (mengomunikasikan ide dan pengalaman)	Siswa dapat mengevaluasi Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dalam suasana kolaboratif dengan pendekatan Cooperative Learning).	• Mandiri • Kreatif • Bernalar kritis		4 x 45 Menit
	Menganalisis Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	Siswa dapat menganalisis Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi)	Menulis – Mempresentasikan (perencanaan, menulis, dan menyajikan teks informasi, imajinasi dan persuasi dengan penerapan model pembelajaran Learning Together dalam kelompok kecil).	• Mandiri • Kreatif • Bernalar kritis		4 x 45 Menit

Gunungsitoli, Juli 2024

Mengetahui,

Kepala Sekolah

Guru Mata Pelajaran

Oberlin Harefa, S.Pd., M.M.

Pembina Tk. I

NIP. 19850822 200804 1 001

Christine Roland N. Gultom, S.Pd

Appendix 2 : Documentasi Foto Penelitian



Documentation 1. With English teacher Madam Christine Roland Nauli Gultom, S.Pd. on April 23, 2025



Documentation 2. Observing Grade VIII-B students in English class on April 16, 2025.



Documentation 3. Observing the English teacher in class VIII-B during English lessons on April 23, 2025.





Documentation 5. With the research instrument validators, Madam Agus Rediamin Harefa, A.Md. and Ms. Yudika Rahmawani Zebua, S.Pd. on April 23, 2025.



Documentation 6. With Madam Christine Roland Nauli Gultom, S.Pd, after completing observations and interviews on May 14, 2025.



Documentation 7. With the principal, Mr. Oberlin Harefa, S.Pd., M.M. At the time of expressing gratitude for being permitted to conduct research at the school on May 14, 2025.

Appendix 3 : Pengajuan Judul Penelitian

29 Oktober 2024

Hal : Pengajuan Judul Rancangan Penelitian

Kepada Yth :
Ibu Dra. Nursayani maruao, S.PD M.Pd
(Dosen Penasihat Akademik)

Dengan hormat,

1. Saya yang bertanda tangan di bawah ini :

Nama : **DIAN MARGARETHA ENJELINA HALAWA**

NIM : 212108023

Jumlah SKS yang telah diselesaikan : 142 SKS

Dengan ini mengajukan Judul Rancangan Penelitian dan memohon kepada Ibu kiranya dapat berkenan menyetujui salah satu judul yang saya ajukan di bawah ini:

No.	Judul	Persetujuan	
		Tanggal	Paraf
1	Analyzing the Role of Story Telling Method on Courage Character in English Learning at School		
2	The Role Of Cooperative Learning Approach On Students' Character Building In English Learning	29/10 24	
3	Effectiveness of Character-Based English Teaching in Improving Students' Tolerance Attitude		

2. Demikian permohonan ini saya ajukan dengan harapan semoga Ibu dapat mempertimbangkannya.

Hormat saya:
Pemohon,



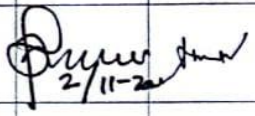
DIAN MARGARETHA E. HALAWA
NIM. 212108023



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN (FKIP)
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat: Jalan Yos Sudarso No. 118/E-S, Gunungsitoli, Telepon (0639) 21616, Nias 22812
Homepage: <https://fkip.unias.ac.id> email: fkip@unias.ac.id

Lembar Saran dan Perbaikan Judul Proposal

No	Judul	Saran-saran	Perbaikan	Tanda Tangan	
				KAPRODI	DOSEN PA
1	Analyzing the Role of Story Telling Method on Courage Character in English Learning at School				
2	The Role Of Cooperative Learning Approach On Students' Character Building In English Learning			 2/11-2020	
3	Effectiveness of Character-Based English Teaching in Improving Students' Tolerance Attitude				

Demikian permohonan ini saya ajukan dan atas perhatian saya ucapkan terimakasih.

Hormat saya,
Pemohon,

DIAN MARGARETHA ENJELINA HALAWA
NIM. 212108023

Tembusan:

- 1 Yth. Kaprodi
- 2 Yth. Dosen PA

Appendix 4 : Abstract Pengajuan Judul Penelitian

OUTLINE PENELITIAN SKRIPSI

Name : Dian Margaretha Enjelina Halawa
Reg. Number : 212108023
Thema : The Arts, Identity, Culture and Character of The Nation
Study Program : English Education Study Program
Faculty : Faculty of Teacher Training and Education

Judul	An Analysis The Role of Cooperative Learning Approach on Students Character Building in English Learning
Fenomena	Cooperative learning of English in many schools today still faces many challenges, despite its great potential to build students' character. One of the main problems is the dominance of traditional teacher-based teaching approaches, which have students interacting passively and individually. This method does not help students learn important social values such as tolerance, cooperation and responsibility. This is contrary to contemporary educational goals that emphasize character building. In the 21st century, character education is essential for creating quality (Jannah & Adi in Rudiyanto, 2024). Therefore, to give students the opportunity to actively participate in their learning and acquire the social skills necessary for life in the modern world, there needs to be an effort to integrate collaborative learning approaches such as cooperative learning. In contrast, schools that try to use this method are often unsuccessful. This often happens because teachers do not understand good strategies for designing group work. For example, students do not always understand their role in the group, so interactions do not result in productive collaboration.
Lokus	UPTD SMP NEGERI 2 GUNUNGSITOLI
Alamat	Jl. Meteorologi Onowaembo, Kec. Gunungsitoli Kota Gunungsitoli

Latar belakang	Contemporary education focuses not only on students' academic abilities, but also on building their character. Characters such as cooperation, responsibility and empathy build a harmonious society and prepare people to face the challenges of a complex global society. Methods that can combine cognitive mastery with social-emotional development are increasingly relevant in English language learning. As an international language, English requires students to interact with people from different cultures. Consequently, teaching methods that encourage cooperation, respect and joint problem solving are essential. One method that can fulfill this need is the cooperative learning approach. According to Johnson and Johnson in Namaziandost et al (2020), cooperative learning is when students work together in small groups to improve their own and each other's learning. Cooperative learning is expected to improve students' academic achievement in addition to fostering their social and moral abilities. This is in line with the idea that group work in schools provides broader benefits, including student character building (Aris et al., 2024). Cooperative learning can not only improve academic achievement, but can also improve students' ability to think critically, solve problems, and interact with others. In addition, cooperative learning increases students' self-confidence and instills values such as equality, fairness, and commitment to a common task. Thus, cooperative learning is very effective in improving students' social and moral skills in the classroom (Yanru Liu, 2023). Cooperative learning of English in many schools today still faces many challenges, despite its great potential to build students' character. One of the main problems is the dominance of traditional teacher-based teaching approaches, which have students interacting passively and individually.
----------------	---

	This method does not help students learn important social values such as tolerance, cooperation and responsibility. This is contrary to contemporary educational goals that emphasize character building. In the 21st century, character education is essential for creating quality (Jannah & Adi in Rudiyanto, 2024). In terms of students' character building, the theory and practice of cooperative learning are very different especially in relation to students' character building. Most previous studies emphasize the improvement of students' academic skills, such as concept understanding or communication skills, but only a few studies specifically investigate the impact of cooperative learning on students' character development, especially in the context of learning English as a foreign language. Altun and Sabah (2020) studied the effect of multiple intelligence-based cooperative learning strategies on students' character development. Nonetheless, these character elements are essential components in 21st century learning which focuses on forming individuals who are not only academically proficient but also able to contribute positively in society. Consequently, this research aims to fill this gap by conducting a more in-depth analysis on how cooperative learning can help build students' character. The novelty of this research is focused on how cooperative learning serves as a strategy to improve students' English proficiency and as a tool to build their character. The focus of this study is how group interaction, which is the basis of cooperative learning, can encourage the formation of positive character values to achieve learning objectives. Students work together in groups or pairs and share information to achieve goals successfully (Mardiah, 2022). The world of education needs research that combines
--	--

	academic learning and student character building. To study this issue, this research is entitled "An Analysis of the Role of Cooperative Learning Approach on Students' Character Building in English Learning." The purpose of this research is to provide a useful understanding of the role of cooperative learning in the formation of positive character values in students while learning English.
Perumusan Masalah	1. What is the role of the cooperative learning approach in developing positive characters such as cooperation, empathy and social responsibility among students learning English? 2. In what ways do group interactions in a cooperative learning environment contribute to improving students' language skills and their character development simultaneously?
Tujuan Penelitian	The objectives of this research are to analyze how the cooperative learning approach helps foster positive character traits such as cooperation, empathy, and social responsibility among students in learning English. Additionally, it aims to explore how group interactions in cooperative learning settings contribute to students' development by improving their language skills while simultaneously building their character.
Metode Penelitian	This research uses a qualitative approach with analytical descriptive research to analyze the role of the cooperative learning approach in cultivating positive characters such as cooperation, empathy and social responsibility in students in learning English. A qualitative approach was chosen with the aim of gaining an in-depth understanding of how to compose persuasive sentences to attract and influence audiences in the context of tourism promotion. This analysis will explore how

	group interaction in a cooperative learning environment contributes to student development, by combining improved language skills with character building. The theory put forward by Johnson and Johnson in Namaziandost et al (2020), explains that cooperative learning is when students work together in small groups to improve their own and each other's learning. During this process, students are not only responsible for their own learning, but also ensure that their peers in the group understand and master the same material. Through this approach, cooperative learning is expected to improve students' academic achievements in addition to growing their social and moral abilities. This is in line with the idea that group work in schools provides wider benefits, including the formation of student character (Aris et al., 2024).
Daftar Pustaka	Namaziandost, E., Homayouni, M., & Rahmani, P. (2020). The impact of cooperative learning approach on the development of EFL learners' speaking fluency. <i>Cogent Arts & Humanities</i>, 7(1), 1780811. Aris, M., Junaidi, J., Asmendri, A., & Sari, M. (2024). Meningkatkan Perilaku yang Efektif Antara Kelompok dalam Lingkungan Sekolah. <i>Indo-MathEdu Intellectuals Journal</i>, 5(2), 1964-1973. Liu, Y. (2023). The Effect of Cooperative Learning Approach on English Writing Skills among Chinese Non-English Majors. <i>Transactions on Comparative Education</i>, 5(4), 34-39. Rudiyanto, M. (2024). Character Education Development in The Education Curriculum: Challenges and Opportunities in The 21st Century. <i>Jurnal Yudistira: Publikasi Riset Ilmu Pendidikan dan Bahasa</i>, 2(2), 145-155. Meena, R. S. (2020). The effect of cooperative learning strategies in the enhancement of EFL learners' speaking skills. <i>Asian EFL Journal Research Articles</i>, 27. Mardiah, H. (2022). Integrating Digital Literacy Into English As A Foreign Language (EFL) Class: A Cooperative Learning Approach. <i>ALINEA: Jurnal Bahasa, Sastra dan Pengajarannya</i>, 2(2), 295-304.

Appendix 6: SK Dosen Pembimbing



YAYASAN PERGURUAN TINGGI NIAS
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SURAT PENETAPAN DOSEN PEMBIMBING

Nomor: 17/UN10/PP.10.06/2024

Dekan Fakultas Keguruan dan Ilmu Pendidikan (FKIP), Universitas Nias, menetapkan

Nama : ELWIN PIARAWAN ZEBUA, S.Pd., M.Pd.
NIP : 0130108603
Pangkat : Penata Muda/MII-B
Jabatan Akademik : Asisten Ahli
Program Studi : Pendidikan Bahasa Inggris
Bidang Keahlian : Bahasa Inggris

sebagai Pembimbing dalam penulisan skripsi mahasiswa FKIP, Universitas Nias:

Nama : DIAN MARGARETHA ENJELINA HALAWA
NIM : 212108023
Program : S-1
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : THE ROLE OF COOPERATIVE LEARNING APPROACH
ON STUDENT'S CHARACTER BUILDING IN ENGLISH
LEARNING

Demikian surat penetapan dosen pembimbing ini disampaikan untuk dilaksanakan dengan penuh tanggung jawab.

Hubungin di, 27 November 2024

Dekan Waruwu, S.S.M.S.
NIDN 0120047978

Tembusan disampaikan kepada:

1. Plt. Rektor Universitas Nias u.p. Wakil Rektor I
2. Ketua Program Studi Pendidikan Bahasa Inggris
3. Mahasiswa yang dibimbing (DIAN MARGARETHA ENJELINA HALAWA)

Appendix 7: Riwayat Bimbingan Rancangan Priposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
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 Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
 Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN PROPOSAL



Nama : Dian Margaretha Enjelina Halawa
 Nim : 212108023
 Program : Sarjana
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : An Analysis the Role of Cooperative Learning Approach on Students Characters Building In English Learning
 Pembimbing : Elwin P. Zebua, S.Pd., M.Pd.

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing*)	Tanda Tangan
1	8/01/2025	Chapter I	- Elaborate the problem - Observation / preliminary data	
2	8/01/2025	Chapter I	- Why you chose Cooperative learning? - put elaboration on why it focuses on students' character	
3	8/01/2025	Chapter I	- Revise the focus of the research - re-compare the practical significance	

4	10/01/2025	Chapter II	- put the source of the Basic Concept of Cooperative Learning - put examples on five main components of Cooperative Learning.	<i>E. Kumboko</i>
5	10/01/2025	Chapter II	- There are many Cooperative Learning. Select one to gain more focus. Suggested.	<i>E. Kumboko</i>
6	10/01/2025	Chapter II	- put the theories of student character in English Learning. - It's relation with Coop. Learning.	<i>E. Kumboko</i>
7	10/01/2025	Chapter II	- Re-compose the Conceptual Framework. - problem → solution → research method → Analysis → result	<i>E. Kumboko</i>
8	23/01/2025	Chapter III	- provide the interview guidelines - provide the observation guidelines	<i>E. Kumboko</i>
9	23/01/2025	Chapter III	- provide the indicators as the guidelines for interview & observation	<i>E. Kumboko</i>
10	23/01/2025	Chapter III	- Re-elaborate the Data Analysis technique - provide clear bibliography & appendices.	<i>E. Kumboko</i>

11	23/01/ 2025	Chapter III	Analysis of Data needs more elaboration.	
12	03/02/ 2025		ACC proposal	

Appendix 8: Lembar Persetujuan Untuk Diseminarkan



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THE APPROVAL SHEET OF RESEARCH PROPOSAL

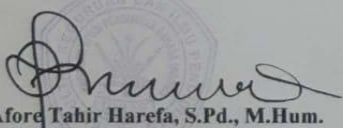
The research proposal proposed by:

Name : **DIAN MARGARETHA ENJELINA HALAWA**
Reg. Number : 212108023
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : An Analysis The Role of Cooperative Learning Approach On Student Character Building in English Learning

has been approved to be presented in the research proposal seminar forum.

Acknowledged by:

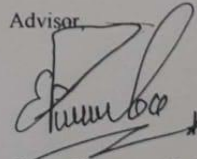
Chief of English Education Study Program,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Gunungsitoli, 03 February 2025

Advisor,



Elwin Piarawan Zebua, M.Pd.
NIDN. 0130108603

Acc proposal 3/1-25

Appendix 9: Berita Acara Seminar Rancangan Proposal Penelitian



YAYASAN PERGURUAN TINGGI NIAS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA SEMINAR RANCANGAN SKRIPSI

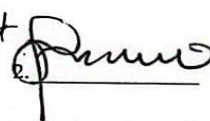
Pada hari ini: Sabtu, tanggal lima belas bulan Februari tahun dua ribu dua puluh lima telah diselenggarakan Seminar Rancangan Skripsi bagi mahasiswa Universitas Nias:

Nama : Dian Margaretha Enjelina Halawa
NIM : 212108023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : An Analysis the Role of Cooperative Learning Approach on Student Character Building in English Learning

Waktu : 08.00 WIB s/d selesai

Susunan Dewan Pembimbing & Penelaah

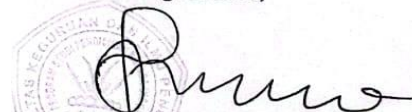
1. Elwin Piarawan Zebua, S.Pd., M.Pd.
2. Afore Tahir Harefa, S.Pd., M.Hum.

Tanda tangan
1.  + 

Rekapitulasi Nilai	
Dewan Pembimbing & Penelaah	Total Nilai
Elwin Piarawan Zebua, S.Pd., M.Pd.	90
Afore Tahir Harefa, S.Pd., M.Hum.	78
Total Nilai	168

Rata-rata Nilai : 84

Gunungsitoli, 15 Februari 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN 0117038305



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

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SURAT KETERANGAN SEMINAR

Nomor: 165/UN10.03/PP.08.03/2025

Ketua Program Studi Pendidikan Bahasa Inggris, FKIP, Universitas Nias menerangkan bahwa:

Nama : **Dian Margaretha Enjelina Halawa**
NIM : 212108023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : **An Analysis the Role Of cooperative Learning Approach on Students Character Building in English Learning**

Hari/tanggal : Sabtu, 15 Februari 2025
Pukul : 08.00 WIB s/d selesai
Tempat : Ruang 02

Dengan hasil penilaian:

- | | |
|-------------------------------------|---|
| ☐ | Rancangan Skripsi telah cukup baik sehingga telah dapat dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (90-100) |
| ☒ | Rancangan Skripsi telah cukup baik, namun masih perlu disempurnakan dan dilengkapi dengan instrumen sebelum dipergunakan sebagai dasar untuk melaksanakan pengumpulan data (70-89) |
| ☐ | Rancangan skripsi masih perlu dikembangkan, namun masalah penelitian masih perlu diperbaiki untuk menjadi topik permasalahan skripsi. Dianjurkan perbaikan (55-69) |
| ☐ | Rancangan Skripsi tidak memenuhi syarat untuk dikembangkan sebagai bahan skripsi. Mahasiswa perlu memikirkan untuk memilih topik lain dan wajib mengikuti seminar rancangan skripsi (<54) |

Gunungsitoli, 15 Februari 2025
Ketua Program Studi,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
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Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Pembimbing

Nama : Elwin Piarawan Zebua, S.Pd., M.Pd.
NIDN : 0130108603
Jabatan : Pembimbing
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Dian Maragretha Enjelina Halawa
NIM : 212108023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : An Analysis the Role of Cooperative Learning Approach on Student Character Building in English Learning

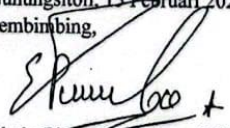
3. Waktu Pelaksanaan Ujian

Hari/tanggal : Kamis, 15 Februari 2025
Pukul : 08.00 WIB s/d selesai
Tempat : Ruang 02

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Urutan
		Revise as Suggested

Gunungsitoli, 15 Februari 2025
Pembimbing,


Elwin Piarawan Zebua, S.Pd., M.Pd.
NIDN. 0130108603



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

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Homepage: <https://pbiug.unias.ac.id> email: pbimg@unias.ac.id

PERBAIKAN RANCANGAN SKRIPSI

1. Dosen Penelaah

Nama : Afore Tahir Harefa, S.Pd., M.Hum
NIDN : 0117038305
Jabatan : Penelaah
Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Dian Margaretha Enjelina Halawa
NIM : 212108023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Keguruan dan Ilmu Pendidikan
Judul R. Skripsi : An Analysis the Role of Cooperative Learning Approach on Student Character Building in English Learning

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Sabtu, 15 Februari 2025
Pukul : 08.00 WIB s/d selesai
Tempat : Ruang 02

4. Perbaikan Rancangan Skripsi

No	Bab Halaman	Uraian
		- Revise the Introduction. We can't find the substance of Introduction. - Independents - cooperative - Your research design must be focused on the results.

Gunungsitoli, 15 Februari 2025

Penelaah,

Afore Tahir Harefa, S.Pd., M.Hum
NIDN. 0117038305

Appendix 11: Lembar Persetujuan Untuk Diteliti



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE EXAMINERS' BOARD APPROVAL SHEET OF RESEARCH PROPOSAL

The research proposal proposed by:

Name : **DIAN MARGARETHA ENJELINA HALAWA**
Reg. Number : 212108023
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Proposal Title : An Analysis of The Role of Cooperative Learning Approach on Student Character Building in English Learning

has been presented in the research proposal seminar forum and approved for research.

Advisor,

Elwin Piarawan Zebua S.Pd., M.Pd.
NIDN. 0130108603

Gunungsitoli, 21 March 2025

Reviewer,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Acknowledged by:

Chief of English Education Study Program,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 12: Surat Permohonan Izin Penelitian



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Alamat: Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias ✉ 22812
Home page : <https://kip.unias.ac.id> email : kip@unias.ac.id

Gunungsitoli, 25 Maret 2025

Nomor : 097/UN10/PN.01.02/2025
Lampiran : 1 (satu) set
Perihal : **Permohonan Izin Pelaksanaan Penelitian**

Yth.
Kepala Badan Perencanaan Pembangunan
Pengembangan dan Penelitian Daerah Kota Gunungsitoli
di

Tempat

1. Dengan hormat, dalam rangka melengkapi data penelitian yang dilaksanakan oleh:

Nama : **Dian Margaretha Enjelina Halawa**
NIM : 212108023
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S-1)
Judul Skripsi : **An Analysis of the Role of Cooperative Learning Approach on Student Character Building in English Learning**

Lokasi Penelitian : UPTD SMP Negeri 2 Gunungsitoli
Jadwal Penelitian : 09 April s.d. 14 Mei 2025

Maka kami mohon kepada Bapak/Ibu kiranya dapat memberi izin kepada mahasiswa yang namanya tersebut di atas untuk melaksanakan Penelitian di lokasi penelitian tersebut di atas (rancangan skripsi terlampir).

2. Demikian disampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.



Dr. Yureni Waruwu, S.S., M.S.
NIDN. 0120047908

Tembusan Yth:

1. Rektor Universitas Nias
2. Wakil Rektor Lingkup Universitas Nias
3. Kepala LPPM Universitas Nias
4. Ketua Program Studi Pendidikan Bahasa Inggris
5. Peneliti yang bersangkutan (**Dian Margaretha Enjelina Halawa**)
6. Arsip

Appendix 13: Surat Izin Penelitian



**PEMERINTAH KOTA GUNUNGSITOLI DINAS
PENDIDIKAN
UPTD SMP NEGERI 2 GUNUNGSITOLI**

Jl. Meteorologi-Onowaembo Kec. Gunungsitoli Kota Gunungsitoli Kode Pos 22811 email : smpn2gunsit@gmail.com

Gunungsitoli, 14 Mei 2025

Nomor : 422/ 151 - Sekr / 2025
Lampiran : -
Perihal : Persetujuan Pelaksanaan Penelitian
Skripsi Penelitian

Kepada Yth :
Dekan FKIP Universitas Nias
Di
Tempat

Dengan hormat,

1. Berdasarkan Surat Dekan FKIP Universitas Nias Nomor : 000.9.2/840/Bapperida/2025 Tanggal 27 Maret 2025 tentang Permohonan Izin Pelaksanaan Penelitian.
2. Kami dari pihak UPTD SMP Negeri 2 Gunungsitoli kepada mahasiswa An.
Nama : DIAN MARGARETHA ENJELINA HALAWA
NIM : 212108023
Fakultas : Keguruan dan Ilmu Pendidikan
Jenjang Pendidikan : Strata Satu (S1)
Judul Penelitian : An Analysis of the Role of Cooperative Learning Approach on Student Character Building in English Learning
3. Jadwal Penelitian dari tanggal 9 April s/d 14 Mei 2025
4. Demikian disampaikan, diucapkan terimakasih.

Kepala UPTD SMPN 2 Gunungsitoli,

OBERLIN HAREFA, S.Pd.,M.M
Pembina Tingkat I
NIP. 19850822 200804 1 001

Appendix 14: Surat Keterangan Telah Melaksanakan Penelitian



**PEMERINTAH KOTA GUNUNGSITOLI
DINAS PENDIDIKAN
UPTD SMP NEGERI 2 GUNUNGSITOLI**

Jl. Meteorologi-Onowaembo Kec. Gunungsitoli Kota Gunungsitoli Kode Pos 22851 email : smpn2gunsit@gmail.com

SURAT KETERANGAN

Nomor : 422/151-Sekr/2025

Saya yang bertanda tangan di bawah ini :

Nama : **OBERLIN HAREFA, S.Pd.,M.M.**
NIP : 198508222008041001
Jabatan : Kepala sekolah
Unit Kerja : UPTD SMP Negeri 2 Gunungsitoli
menerangkan bahwa :
Nama : **DIAN MARGARETHA ENJELINA HALAWA**
Nim : 212108023
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Satu (S-1)
Judul Skripsi : **"AN ANALYSIS OF THE ROLE OF COOPERATIVE LEARNING
APPROACH ON STUDENTS CHARACTER BUILDING IN
ENGLISH LEARNING"**

Benar telah melaksanakan penelitian sebagai bahan pembuatan Skripsi di UPTD SMP Negeri 2 Gunungsitoli Provinsi Sumatra Utara.

Demikian surat keterangan ini untuk dipergunakan seperlunya.

Gunungsitoli 14 Mei 2025

Kepala UPTD SMP Negeri 2 Gunungsitoli,



OBERLIN HAREFA, S.Pd.,M.M.

Pembina Tk. I

NIP. 19850822 200804 1 001

Appendix 15: Riwayat Bimbingan Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 Alamat : Jalan Yos Sudarso 118 E / S Gunungsitoli 626392620815 Nias 22812
 Homepage: <https://Unias.ac.id> email: Pbing@gmail.com @Unias.ac.id

KARTU BIMBINGAN RANCANGAN SKRIPSI



Nama : Dian Margaretha Enjelina Halawa
 NIM : 212108091
 Program Studi : Pendidikan Bahasa Inggris
 Fakultas : Keguruan dan Ilmu Pendidikan
 Judul : An Analysis of the Role of Cooperative Learning
 Approach on Student Character Building in English
 Pembimbing : Elwin Piarawan Zebua, S.Pd., M.Pd.

No.	Tanggal	Materi Konsultasi	Komentar Pembimbing	Tanda Tangan
1	19 Mei 2025	Chapter IV	Revise on the Data display	
2	23 Mei 2025	Chapter IV	- Revision on the logical order of data description - Ensure the question of research answered well	
3	26 Mei 2025	Chapter IV	- Some of the data needs re-calculation - pay attention on grammar & structure	
4	09 Juni 2025	Chapter IV	- The answers of data have to be matched with orders - Ensure the data sheets completed	

5	16 Juni 2025	Chapter IV	- Some explanations are too long. Simplify it - pay attention on pages	
6	17 Juni 2025	Chapter IV	- Appendices have to be provided - Match the structure correctly	
7	17 Juni 2025	Chapter IV	- prepare all documents - several revisions on paragraphs & pages	
8	17 Juni 2025		<u>Thesis Approved</u>	
9				
10				
11				

Appendix 16: Lembar Persetujuan/Pengesahan Pembimbing Untuk Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

THE APPROVAL SHEET OF UNDERGRADUATE THESIS

The undergraduate thesis proposed by:

Name : **DIAN MARGARETHA ENJELINA HALAWA**
Reg. Number : 212108023
Program : Scholar
Department : English Education Study Program
Faculty : Faculty of Teacher Training and Education
Thesis Title : An Analysis of the Role of Cooperative Learning Approach on Student Character Building in English

has been approved by undergraduate thesis advisor for further approval by the board of examiners.

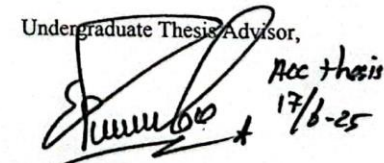
Acknowledged by:

Chief of English Education Study Program,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Gunungsitoli, June 17, 2025

Undergraduate Thesis Advisor,


Elwin P. Zebua, S.Pd., M.Pd.
NIDN. 0130108603
Acc thesis
17/6-25

Appendix 17: Lembar Turnitin/Plagiasi



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
LEMBAGA PENELITIAN DAN PENGABDIAN MASYARAKAT**

Rektorat : Jalan Pancasila No. 10 Kota Gunungsitoli ■ +626392620815 Nias ■ 22814
Homepage: <https://unias.ac.id> email: admin@unias.ac.id

SURAT KETERANGAN

Nomor : 207/UN06.01/TU.01.20/2025

Yang bertanda tangan di bawah ini:

Nama : **Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.**
NIDK : 8934030021
Pangkat/Golongan : Penata/III/c
Jabatan : Plt. Kepala Lembaga Penelitian dan Pengabdian Kepada Masyarakat Universitas Nias

dengan ini menerangkan bahwa,

Nama : **Dian Margaretha Enjelina Halawa**
NIM : 212108023
Fakultas : Keguruan dan Ilmu Pendidikan
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : AN ANALYSIS OF THE ROLE OF COOPERATIVE LEARNING APPROACH ON STUDENT CHARACTER BUILDING IN ENGLISH LEARNING

adalah benar telah melakukan pengecekan plagiarisme terhadap Skripsi mahasiswa tersebut di atas melalui aplikasi *Turnitin*, dan mendapat tingkat *Similarity* 20% dan tingkat *Artificial Intelligence* (AI) 24%, sehingga dinyatakan layak untuk melanjutkan pada tahap selanjutnya sesuai dengan tahapan pada penyelesaian skripsi.

Gunungsitoli, 9 Juli 2025



Dr. Ayler Beniah Ndraha, S.STP., M.Si., C.PS.
NIDK. 8934030021

Tembusan:

1. Ketua Program Studi Pendidikan Bahasa Inggris
2. Mahasiswa an. **Dian Margaretha Enjelina Halawa.**

Appendix 18: Surat Keterangan Lulus Mata Kuliah



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT KETERANGAN

No. 232/UN10.03/PN.01/2025

1. Ketua Program Studi Pendidikan Bahasa Inggris menerangkan bahwa:
Nama : **DIAN MARGARETHA ENJELINA HALAWA**
NIM : 212108021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Telah menyelesaikan mata kuliah yang dipersyaratkan dalam kurikulum yang berlaku di Universitas Nias sebanyak 149 SKS.
2. Demikian surat keterangan ini diberikan untuk dapat digunakan seperlunya.

Dikeluarkan di : Gunungsitoli
Pada Tanggal : 30 Juli 2025

Ka. Prodi,



Afore Tahir Harefa, S.Pd., M.Hum.
NIDN 0117038305

Tembusan
Dekan FKIP Universitas Nias

Appendix 19: Surat Permohonan Ujian Skripsi

10 Juni 2025

Perihal : Permohonan Ujian Skripsi
Lampiran : Satu Berkas

Kepada Yth.
Ketua Program Studi Pendidikan Bahasa Inggris
di
Gunungsitoli

Saya yang bertanda tangan di bawah ini:

Nama : DIAN MARGARETHA ENJELINA HALAWA
NIM : 212108023
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Dosen Pembimbing : Elwin Piarawan Zebua, S.Pd., M.Pd.
Judul Skripsi : An Analysis of the Role of Cooperative Learning Approach on Student Character Building in English Learning

Mengajukan permohonan untuk diperkenankan menempuh ujian skripsi. Sebagai bahan pertimbangan, bersama ini saya lampirkan:

1. Biodata Peserta Ujian Skripsi
2. Lembar Persetujuan Dosen Pembimbing Skripsi
3. Lembar Konsultasi Bimbingan Skripsi (Print Out SIMAT)
4. Fotokopi Surat Penugasan Dosen Pembimbing Skripsi
5. Fotokopi KRS Semester 1 sampai Semester Berkenaan
6. Fotokopi KHS dari Semester 1 sampai Terakhir
7. Fotokopi Pembayaran Uang Ujian Skripsi
8. Surat Keterangan Telah Menyelesaikan Semua Beban Studi Kecuali Skripsi/Penulisan Skripsi/Thesis Writing*)
9. Transkrip Nilai yang Telah Ditandatangani Ketua Program Studi
10. Surat Keterangan Telah Melakukan Pengecekan Plagiarisme dari LPPM.
11. Undangan Ujian Skripsi
12. Telah mengisi link bit.ly/MendaftarUjianSkripsiFKIP

Atas perhatian Bapak, saya ucapkan terima kasih.

Hormat Saya
Pemohon,



Dian Margaretha E. Halawa
NIM. 212108037

Tembusan
Yth.
Dekan FKIP Universitas Nias



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

PERNYATAAN KESEDIAAN PENGUJI II MENGHADIRI
UJIAN MEJA HIJAU

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **DIAN MARGARETHA ENJELINA HALAWA**
NIM : 212108023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **An Analysis of the Role of Cooperative Learning Approach on Students' Character Building in English Learning**

Yang dilaksanakan pada

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09 WIB s.d. selesai
Tempat : Ruang 02 FKIP Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 16 Juli 2025

Penguji II,

1. Riswan Zega, S.Pd., M.Hum

Tanda Tangan,

1.



**YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS**

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

**PERNYATAAN KESEDIAAN PENGUJI I MENGHADIRI
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias:

Nama : **DIAN MARGARETHA ENJELINA HALAWA**
NIM : 212108023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **An Analysis of the Role of Cooperative Learning Approach on Students' Character Building in English Learning**

Yang dilaksanakan pada:

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09 WIB s.d. selesai
Tempat : Ruang 02 FKIP Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 16 Juli 2025

Penguji I,

1. Afore Tahir Harefa, S.Pd., M.Hum.

Tanda Tangan,

1.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

**PERNYATAAN KESEDIAAN PEMBIMBING MENGHADIRI
UJIAN MEJA HIJAU**

Sehubungan dengan pelaksanaan Ujian Meja Hijau bagi mahasiswa Universitas Nias

Nama : **DIAN MARGARETHA ENJELINA HALAWA**
NIM : 212108023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **An Analysis of the Role of Cooperative Learning Approach on Students' Character Building in English Learning**

Yang dilaksanakan pada

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09 WIB s.d. selesai
Tempat : Ruang 02 FKIP Universitas Nias

Dengan ini menyatakan kesediaan menghadiri Ujian Meja Hijau pada waktu yang telah ditetapkan.

Gunungsitoli, 16 Juli 2025

Pembimbing,

1. Elwin Piarawan Zebua, S.Pd., M.Pd.

Tanda Tangan,

1.



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

SURAT PENETAPAN DOSEN PENGUJI

Nomor: 885/UN.10.03/PP.08.05/2025

Ketua Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Nias menetapkan dewan penguji skripsi bagi mahasiswa Universitas Nias

Nama : Dian Margaretha Enjelina Halawa
NIM : 212108023
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **An Analysis of the Role of Cooperative Learning Approach on Students' Character Building in English Learning**

Waktu pelaksanaan ujian:

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 WIB s.d. selesai
Tempat : Ruang 02 FKIP Universitas Nias

Dewan Penguji:

No.	Nama	Jabatan dalam Ujian	Keterangan
1	Afore Tahir Harefa, S.Pd., M.Hum.	Penguji I	
2	Riswan Zega, S.Pd., M.Hum.	Penguji II	
3	Elwin Piarawan Zebua, S.Pd., M.Pd.	Pembimbing Utama/ Penguji	

Gunungsitoli, 15 Juli 2025
Ketua Program Studi,


Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Appendix 21: Surat Penetapan Dosen Penguji Skripsi

	YAYASAN PERGURUAN TINGGI NIAS UNIVERSITAS NIAS FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812 Homepage: https://pbing.unias.ac.id email: pbing@unias.ac.id
Gunungsitoli, 15 Juli 2025	
Nomor	: 886/UN10.03/PP.08.05/2025
Lampiran	: 2 (dua) eks.
Hal	: Pelaksanaan Sidang Skripsi atas nama Dian Margaretha Enjelina Halawa
Yth. Dosen Penguji Ujian Skripsi	
1.	Afore Tahir Harefa, S.Pd., M.Hum. Penguji I
2.	Riswan Zega, S.Pd., M.Hum. Penguji II
3.	Elwin Piarawan Zebua, S.Pd., M.pd. Pembimbing Utama/Penguji
di Gunungsitoli	
Sehubungan dengan pelaksanaan sidang skripsi mahasiswa:	
Nama	: Dian Margaretha Enjelina Halawa
NIM	: 212108023
Program	: Sarjana
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi	: An Analysis of the Role of Cooperative Learning Approach on Students' Character Building in English Learning
Diharapkan kehadiran Bapak/Ibu pada acara dimaksud yang diselenggarakan pada:	
Hari/tanggal	: Rabu, 23 Juli 2025
Pukul	: 09.00 WIB s.d. selesai
Tempat	: Ruang 02 FKIP Universitas Nias
Naskah skripsi yang diujikan, disampaikan langsung oleh mahasiswa yang bersangkutan. Atas perhatian Bapak/Ibu, diucapkan terima kasih.	
Ketua Program Studi,  Afore Tahir Harefa, S.Pd., M.Hum. NIDN. 0117038305	
Tembusan	
1. Plt. Rektor Universitas Nias	
2. Dekan Fakultas Keguruan dan Ilmu Pendidikan	
3. Dian Margaretha Enjelina Halawa	

Appendix 23: Berita Acara Ujian Skripsi



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
Alamat : Jalan Yos Sudarso 118 E/S Gunungsitoli ☎ +626392620815 Nias 📠 22812
Homepage: <https://pbing.unias.ac.id> email: pbing@unias.ac.id

BERITA ACARA UJIAN SKRIPSI

Pada hari ini, Rabu tanggal dua puluh tiga bulan Juli tahun dua ribu dua puluh lima telah diselenggarakan Ujian Skripsi bagi mahasiswa Universitas Nias:

Nama : Dian Margaretha Enjelina Halawa
NIM : 212108023
Program : Sarjana
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : An Analysis of the Role of Cooperative Learning Approach on Students' Character Building in English Learning

Waktu : 09.00 WIB s.d. selesai

Susunan Dewan Penguji

1. Afore Tahir Harefa, S.Pd., M.Hum.
2. Riswan Zega, S.Pd., M.Hum.
3. Elwin Piarawan Zebua, S.Pd., M.Pd.

Tanda Tangan
1.
2.
3.

No.	Penguji	Tanda Tangan	
		Skor	Rata-rata
1	Afore Tahir Harefa, S.Pd., M.Hum.		89
2	Riswan Zega, S.Pd., M.Hum.		84
3	Elwin Piarawan Zebua, S.Pd., M.Pd.		89
	Jumlah		262

Berdasarkan perhitungan, rata-rata nilai adalah: 87.33 (Delapan puluh tujuh koma tiga puluh tiga)

Dengan demikian yang bersangkutan dinyatakan lulus/tidak lulus dengan predikat kelulusan A-

Gunungsitoli, 23 Juli 2025
Dewan Ujian Skripsi

Ketua,

Sekretaris,

Afore Tahir Harefa, S.Pd., M.Hum.
NIDN. 0117038305

Riswan Zega, S.Pd., M.Hum.
NIDN. 0124108804

Appendix 24: Lembar Perbaikan Ujian Skripsi (Revisi)



YAYASAN PERGURUAN TINGGI NIAS
UNIVERSITAS NIAS
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
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LEMBAR PERBAIKAN SKRIPSI

1. Pembimbing

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NIDN : 0130108603
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Unit Kerja : FKIP, Universitas Nias

2. Mahasiswa

Nama : Dian Margaretha Enjelina Halawa
NIM : 212108023
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : An Analysis of the Role of Cooperative Learning Approach on Student Character Building in English Learning

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang 02 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		<i>Revise as Suggested</i>

Gunungsitoli, 23 Juli 2025
Pembimbing,

Elwin Piarawan Zebua, S.Pd., M.Pd.
NIDN. 0130108603



YAYASAN PERGURUAN TINGGI NIAS
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LEMBAR PERBAIKAN SKRIPSI

1. Penguji I

Nama : Afore Tahir Harefa, S.Pd., M.Hum.
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Judul Skripsi : An Analysis of the Role of Cooperative Learning Approach on Student Character Building in English Learning

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang 02 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		①. Coba perbaiki Cooperative Learning Approach yang sudah benar
		②. Margaretha hubungkan antara LT dan SCB

Gunungsitoli, 23 Juli 2025

Penguji I,

Afore Tahir Harefa, S.Pd., M.Hum
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YAYASAN PERGURUAN TINGGI NIAS
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LEMBAR PERBAIKAN SKRIPSI

1. Penguji II

Nama : **Riswan Zega, S.Pd., M.Hum.**
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Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Judul Skripsi : **An Analysis of the Role of Cooperative Learning Approach on Student Character Building in English Learning**

3. Waktu Pelaksanaan Ujian

Hari/tanggal : Rabu, 23 Juli 2025
Pukul : 09.00 s/d selesai
Tempat : Ruang 02 FKIP Universitas Nias

4. Perbaikan Skripsi

No	Bab Halaman	Uraian
		<i>Read the notes and suggestions of the examiner. Then revise them all.</i>

Gunungsitoli, 23 Juli 2025

Penguji II,

Riswan Zega, S.Pd., M.Hum.
NIDN. 0124108804

Appendix 25: *Biodata Penulis*



BIOGRAPHY

Dian Margaretha Enjelina Halawa was born in Wango Village, West Nias, on June 17, 2001. The author is the sixth of six siblings born to Atoni Halawa (father) and Sarimisa Halawa (mother). The author completed her primary education in 2013 at SD Negeri 071073 Wango. She then continued her education at SMP Negeri 5 Gunungsitoli and graduated in 2016. The author then pursued his secondary education at SMA Negeri 1 Gunungsitoli and completed it in 2019. In 2021, the author continued his higher education at the University of Nias by enrolling in the English Language Education Program, Faculty of Education and Teacher Training. In 2024, the author began conducting scientific research (thesis) as one of the requirements to complete his undergraduate studies. After going through various stages of writing and supervision, the author successfully defended his thesis before the Thesis Examination Board on July 23, 2025, and was declared “PASSED” with the grade of “Very Satisfactory.” The author officially received the academic degree of Bachelor of Education (S.Pd.). During his studies at Nias University, the author actively participated in various academic activities and student organizations that supported his interests and personal development in the field of English language teaching and learning, both theoretically and practically.