

## **Improving students' learning achievement through group counseling of Islamic Cultural History**

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### **Abstract**

Learning achievement is the change of cognitive, affective, and psychomotor aspect as the effect of learning process which is measured through assessment, as the treatment to assess how far the material has been mastered by learners after getting learning experiences. This research was aimed to know the improvement of students' learning achievements that have learning difficulty in group counseling of Islamic Cultural History subject. It was a classroom action research which was conducted in two cycles at the eighth grade of MTs Al Islam Pabelan Bringin in the second semester of 2016 academic year. The instruments which were used in this research were: a) syllabus; b) lesson plan; c) formative test. This research resulted that The research resulted that, the students' learning outcome in learning the Islamic Cultural History at the eighth grade of MTs Al Islam Bringin in the pre cycle reached 25,80%, then in the first cycle it reached 58,06% so there was an improvement about 19.35%. learning reflection in the first cycle showed an improvement in teacher role as well as the percentage of learning outcome. However, it had not been maximal yet. While in the second cycle, it tend to describe the activity in group, that students were more proactive. As the result, the students' learning outcome reached 77.41%. although it has not reached 100% yet it can be concluded that learners had passed the passing grade because it had reached over 75%.

**Keywords:** learning ability, group counseling, learning achievement

### **Abstrak**

*Hasil belajar merupakan semua perubahan kognitif, afektif dan psikomotorik sebagai akibat dari proses belajar mengajar yang diukur melalui kegiatan penilaian, sebagai suatu tindakan untuk menilai sejauh mana materi yang diberikan dikuasai peserta didik, setelah menerima pengalaman belajarnya. Penelitian ini bertujuan untuk mengetahui peningkatan hasil belajar anak yang mengalami kesulitan belajar melalui kegiatan bimbingan belajar pada materi pembelajaran Sejarah Kebudayaan Islam. Penelitian ini adalah penelitian tindakan kelas yang dilakukan di kelas VIII MTs Al Islam Pabelan Bringin pada semester II tahun 2016 yang dilaksanakan dalam 2 siklus. Instrumen yang digunakan dalam penelitian ini terdiri dari: a) silabus; b) rencana pembelajaran; c) tes formatif. Hasil penelitian yang dilakukan, bahwa kemampuan peserta didik dalam pelajaran Sejarah Kebudayaan Islam di kelas VIII MTs Al Islam Bringin pada pra siklus ketuntasannya mencapai 25,80%, kemudian siklus I mencapai 58,06% sehingga mengalami peningkatan sebesar 32,26%. Penerapan bimbingan belajar kelompok dapat meningkatkan kemampuan peserta didik dalam mata pelajaran SKI, terlihat dari siklus I mencapai 58,06% dan pada siklus II mencapai 77,41% sehingga mengalami peningkatan 19,35%. Perbaikan pembelajaran pada siklus I menunjukkan adanya peningkatan baik peran guru maupun persentase ketuntasan belajar. Namun demikian hasil belajar peserta didik belum maksimal. Sementara itu pembelajaran siklus II menjelaskan kegiatan dalam kelompok, peserta didik tampak lebih proaktif. Hasilnya ketuntasan belajar peserta didik mencapai 77,41% meskipun belum dapat mencapai 100%, namun dapat dikatakan bahwa peserta didik telah mencapai ketuntasan belajar sebab telah memenuhi standar ketuntasan belajar 75%.*

**Kata kunci:** *kemampuan belajar, bimbingan belajar, hasil belajar*

### **Introduction**

Everyone agrees that education is the most valuable life investment. It creates high quality, faithful and pious to Allah the only God, and good manner of human resource. As written in our constitution no 20 year

2003 dealing with National Education System that education is a conscious effort to set up the learners through guiding, teaching, and training activity for their future role.

One of implicit message in conducting education in the National Education System constitution is conducting counseling which is commonly called as Guidance and Counseling. The appearance of guidance and counseling gives positive effect in the improvement of students' education and personality, as we know that there are many learning problems faced by learners (Ahmadi, 2004:18). Teaching and learning process is an activity that mainly focuses on the interaction among teacher and learners in the transferring of knowledge to the learners and change their behavior, and mindset. Teaching and learning process cannot be separated with the teacher's attempt to make their learners understand with what he teaches and change their behavior which is not appropriate with the norms applied in the society (Dalyono, 2005:47). In the other word, the learners' improvement is determined by learning process they got from their class.

Basically, teaching and learning process is an activity done by teacher in order to make their learners can change based on what teacher and learners' parents want. Thus, teacher should pay attention to the factor that influence and hamper the process of learning progress that the teacher wish to make learners understand what teacher has taught, so that learning process will be more meaningful for learners, because it can adjust the learners' psychological condition toward material taught by teacher. This attempt can be done when a teacher is able to avoid

negative factor from students that can hamper the learning process.

Teacher is not only transferring knowledge to their learners but also they can give some alternative solving toward students difficulty so that they will not give up in learning, they will recharge their motivation to be able and understand the learning process done by them. Teaching learning process cannot be separated with the problem that can hamper in reaching the learning goal which is decided and aimed. It is an action that teacher should do when they see problems in reaching the learning goal of teaching learning process decided (Sriyanti, 2013:12). The most important thing that the teacher should do is to minimize the problems faced by learners by giving some alternatives to learners who face problems that can hamper in reaching the goal of learning process by offering some solving dealing with the problems faced by learners. One thing that needs to be concerned by teacher is knowledge of guidance and counseling so that he can give alternatives to his learners who has learning problems.

Teacher is school personnel who have more chance to have face to face meeting with learners. Thus, the teacher's role and responsibility based on school autonomy policy are mastering and developing learning material, planning and preparing lesson plan and learning process, conducting learning process, controlling and evaluating the learners' learning activity. Teacher's ability in creating good learning process influences learning success in whole. Learning quality depends on the teacher's ability particularly in facilitating the learners effectively and efficiently and also how they can solve learning difficulty faced by

learners (Abdurrahman, 2008: 24).

Learning activity is process of interaction among learners, teacher, and learning source in learning environment. Learning method is strategy which is used by teacher in conducting learning. The method should be appropriate with the plan and it may not be reckless. Teacher can use the method to maximize the learning process so that he can minimize the learners' low learning achievement. The important of learning method is to reduce the difficulty faced by learners in the learning process, so that they can be easily understand the material delivered by teacher (Aqib, 2013: 16).

Then, the next thing that can be done to minimize the students' learning difficulty is by optimizing any guidance and counseling service to learners. One of activities in applying guidance and counseling service that will be applied in order to sole learners' learning difficulty is by applying group counseling that uses peer group as the technique. Mead et.al, (2001) defines peer group support as a system of giving, accepting help with respect, shared responsibility, and mutual agreement through support, friendship, empathy, sharing with other learners during learning process.

For Hetherington & Parke (in Desmita, 2005: 145), social relation among friends is really meaningful for children, for peer group theory it is used as information comparison for children outside from their family, so that children will get stimulus and response from their peer group. It is also used as to evaluate between good and bad thing that has been done where their peer is used as the benchmark to be compared with him. The

process of social comparison is as the base of forming their self concept and self view. According to Baron (2003: 9), in peer group they will have similarity in their age, need, and goal that can strengthen their group, so that a learner will reveal himself and improve their social aspect in line with his self improvement.

The use of group counseling that uses peer group technique will show interaction and dynamical in group that will help learner to be more open minded and accept what his group agreed. There are some steps that make learner evaluate his negative self concept in group counseling using peer group technique. Peer group counseling is counseling that is conducted by the learner's peer or friend. This peer group counseling can be conducted in any side of counseling and all counseling services, according to the problem faced by the learner, and the counselor ability to give counseling, including self counseling, social counseling, study group counseling and carrier group counseling (Willis, 2008: 38).

The function and the role of peer group are: 1) teaching culture; 2) teaching social mobility; 3) helping new social role; 4) as the information source for teacher, parents, even society; 5) learning to share feeling and problems, because it will make them feeling the togetherness in group, and they will rely on each other; 6) teaching adult moral, to prepare his readiness to face his social stability; 7) someone will get his freedom to talk to seek his identity; 8) learning to control social behavior, because someone behavior shows his group behavior. It will ease parents and teacher to control.

Learners' learning ability is various especially when the teaching and learning process is located in remote area so is MTs Al Islam Bancak. Parents' guidance to learner to learn is still lack that causes learner gets difficulty in learning. This condition is supported with environment where they are still in low level of education that makes him less motivated. This condition needs study group counseling applied to the learner at school so that he can reach his learning achievement.

Islamic Cultural History is one of subjects which is considered as the most difficult subject for learner, and it gets difficulty to have dynamic class in learning. For students at the eighth grade of MTs Al Islam Bringin, it is caused by their less frequency in attending Islamic informal class or Qur'anic study at his village dealing with *tarikh* (history) class. This case makes learner's learning achievement low. The implementation of study group counseling conducted at school is also needed to solve the learner's problem in understanding Islamic Cultural History material.

Based on the explanation above, the writer is desired to conduct a research to improve student's achievement through study group. So the writer would like to conduct this research entitled "Improving Students' Learning Achievement through Group Counseling at Islamic Cultural History Class Conducted in the Eighth Grade Student of MTs Al Islam Bringin District Semarang Regency in the Academic Year of 2014/2015". The problem formulation of this research is whether group counseling can improve students' learning ability in Islamic Cultural History class at MTs Al Islam Bringin Semarang Regency. This research

question is a question that the writer would like to get the answer from this research.

### **Learning Ability**

Ability is derived from word able that means capable or competent to do something, while ability means readiness to fulfill something, forceful and skillfulness (Surayin, 2007: 552-553). Ability means someone capacity to do various task in a job (Djamarah, 2009: 57). From the definition above it can be concluded that ability means someone readiness or skill to master a skill and it is used to do various task in a job.

Learning deals with the change of someone's behavior toward a certain situation that is caused by his on and on experiences about that situation. Learning happens when stimulus and memory influence someone so that his performance will change before he faces a situation and after the situation happens. Morgan in *Introduction to Psychology* (1978) stated that learning is every change which is relatively constant in behavior that happens as the result of experiment or experience (M. Ngalim Purwanto, 2007: 84). Gestalt (in Suryabrata, 2010: 277) the main goal of learning is getting insight. Insight is found when it gets solve of the problem or understandable.

Gane (in Dahar, 1988: 178) said that learning activity includes eight external matters which can be structuralized by learner and teacher, and each phase is matched with an internal process that happens in learner's mind. According to the internal and external condition, Gagne

explains how learning process happens Model of learning process which is developed by Gagne is based on the theory of information process, that are as follow: 1) Stimulus that is caught by five senses will be transmitted into central nerve and it is called as information; 2) Information is sorted selectively, some are deleted, some are stored in short memory, and others are stored in long term memory; 3) These memories are mixed with memories which exist before and it can be restored after they are processed.

According to Gagne (in Miarso, 2004: 551) there are five categories of learning ability, they are: 1) Association and link connecting a symbol with a fact; 2) Discrimination to differentiate a symbol with others; 3) Concept is functioned to define a definition and procedure; 4) Axiom functions to combine some concept with a rule; 5) Higher Axiom is using some axioms to solve a problem. From the definition above, it can be concluded that learning is a process of change of someone ability by getting insight character toward a environmental situation faced.

In learning process, there are differences in transferring knowledge among learners. Way of learning is also considered as learning style. Learning style is defined as the combination of how knowledge is transferred, managed and processed (Roestiyah, 2002: 110). So, someone learning style is the combination of how he can catch the information, then manage and process the information. Definition of learning proposed by W.S. Winkel (2006: 51) is all change in form of cognitive, affective, psychomotor that happens to someone. Other

definition is stated by Nana Sudjana (2009: 22) that learning achievement is ability mastered by learner after he has got learning experiences.

From the definition of learning achievement above it can be implied that learning is a change of cognitive, affective, and psychomotor aspect as the result of teaching and learning process. Learning result can be measured through assessment. Assessment can be defined as an activity to assess how far the instructional goal has been reached and it measures how far learner mastered the material. The assessment result can be showed in form of score and number. Benyamin S. Bloom (Nana Sudjana, 2009: 22) said that learning outcome can be divided into three aspects based on the result that has been reached; cognitive, affective, and psychomotor achievement. Learning achievement deals with cognitive, affective, and psychomotor skill. Learning achievement of cognitive skill includes intellectual skills (thinking, knowing, and solving problem). While learning achievement of psychomotor aspect deals with skill and ability to act after learner receive certain learning experience.

### **Group Counseling**

According to Prayitno (1995: 61) group counseling is enabling dynamic to reach guidance and counseling goal. Group counseling emphasizes on the counseling to solve individual problem through group. Sukardi (2002: 48) explains that group counseling service is a service that enable number of learners simultaneously get material from certain counselor or teacher that is meaningful for their daily life as learner, family member, and society and as the consideration to dicide something. So, group

counseling is a process giving information and help that is given by teacher or counselor toward group of persons that enable group dynamic to reach certain goal, and the goal of this research is to reach positive self concept.

Group counseling is helpful toward individual that is conducted in group situation. Group counseling can be in form of delivering information or group activity that discuss about education, job, individual and social problem. Willis (2008) proposes two designs of group counseling definition; a definition that uses simple design and definition that needs deeper design. Group counseling that uses simple design is aimed as counseling that is given to a group of individual that face same problem. It regards group to conduct group activity for example a group counseling for students who are often absent, a counseling for students who have problem in joining the learning process, and counseling for students who want to continue their study,

Group counseling that uses deeper design is counseling that is given to group of individual that enable group dynamic. Beside solving group problem, this counseling is also aimed to optimize the situation that arise in the group. Group counseling is conducted in three groups; small group (2-6 persons), medium group (7-12 persons), or big group (13-20 persons) or in class group (20-40 persons). Delivering information in group is aimed to improve their comprehension about reality, norms, and the way that can be done to solve the task and reach the future of their study, career, or life.

According to Prayitno (2004: 2-3), the purpose of study group are

as follow: 1) the improvement of student socialization, especially at communication ability among group, instead it can function as the solving client problem through enabling group dynamic; 2) support students improvement in their feeling, perception, insight, and attitude that support more effective attitude. Verbal and nonverbal communication are improved in this case.

### **Research Method**

It was a classroom action research that was conducted at the eighth grade students of MTs Al Islam Bringin at the second semester of academic year of 201/2015. This research was conducted in 2 cycles, the first cycle was conducted at February 11, 2015 and the second cycle was done at February 18, 2015. According to trainer team of PGSM project (in Mukhlis, 2003: 3), CAR (Classroom Action Research) is a reflective study conducted by actor to improve rational stability from what he does to do the task, to get deeper understanding toward action that is done, and to improve condition where the action is conducted.

Lewin (in Tahir, 2012: 77) states that CAR is teacher's trick to apply learning by reflecting his experience and comparing other teacher's experience. According to Bahri (2012:8) classroom action research is an activity that is done to observe cases happened in the class that is aimed to improve learning practice in order to have better quality process to get better learning achievement. While Suyadi (2012: 18) systematically divides CAR into three terms: classroom, action, and research. Research is an activity to observe a certain object that uses certain procedure to get

the data that is aimed to improve the quality. Action is planned treatment that is done intentionally with certain goal. Classroom is a place where a group of learners get knowledge from similar teacher.

It corresponds with Arikunto explanation (in Suyadi, 2012:18), CAR is combination of term “classroom, action, and research”. Research is an activity to observe by applying certain methodology principle to get the data which is useful for researcher and others for the sake of common interest. Action is treatment that is intentionally applied to the object with certain purpose where this treatment is planned into some periods or cycle. Classroom is a place where a group of learners learn together with similar teacher in a period of similar time. Based on the CAR understanding above, it can be concluded that CAR (Classroom Action Research) is a research that apply treatment in the class by using some rules based on the research methodology that is conducted in some periods or cycles.

Based on Sanjaya (2010: 25), linguistically there are three terms that deals with CAR (Classroom Action Research) classroom, action, and research. First, research is treatment that uses methodology to solve a problem. Second, Action can be defined as treatment that is done by teacher to get better quality. Third, classroom shows the place where the treatment happens. According to Elliot (in Sanjaya, 2010: 25), CAR is social phenomenon that is aimed to improve treatment quality in this class where the process consists of some activities that creates relationship between self evaluation and professional improvement. . According to Kemmis and Mc. Taggart (in Sanjaya, 2010: 25) said that

CAR is self movement that is fully done by learners to improve understanding in learning process.

The characteristics of CAR are as follow: 1) it is only conducted by teacher who comprehends that learning process needs collaboration (Daryanto,2011: 2); 2) Self Reflection, CAR needs respondents to collect the data as the CAR feature (Tahir,2012: 80); 3) It is conducted in the similar place when the daily learning process conducted (Suyadi, 2012: 6); 4) Improve the learning process until the best learning model is formulated (Daryanto,2011: 6); 5) Motivate teacher to think critically and systematically (Daryanto,2011: 6); 6) It is flexible so that can be easily to be adapted in the class situation (Tahir,2012:81); 7) It uses contextual method, the variable It means that the variables which will be discussed are still connected with the school condition (Tahir,2012:81); 8) The action is framed into some parts or cycles (Sukardi,2011:212); 9) It is not designed not only because of research conducted (Sanjaya,2010:34); 10) based on the teacher problem, the co-researcher as the peer becomes the media to solve the problems and improve the instructional quality and the action is divided into some cycles or periods (Aqib,2009:16).

The instruments that are used in this research consist of a) syllabus is series of planning and regulation about learning activities, classroom management, and learning assessment; b) Lesson Plan is learning plan that is used as guidance by teacher in teaching learning process and it is used in one cycle. Each lesson plan consists of core competence, passing grade indicator, certain learning purpose, and learning activity; c) Formative Test is test that is constructed based on

the learning object reached, it is used to measure learner's competence toward material taught.

To know whether there is improvement in learning process conducted, it applies evaluation of learner's competence as well as the learner's outcome measurement is decided based on one of criterion above by using the following formula:

$$\text{percentage} = \frac{\text{Sum of Passed Students (Reached the Passing Grade)}}{\text{Sum of Students}} \times 100\%$$

It is said that it is achieved when the minimal percentage is 75% or more than passing grade score 75 for Islamic Cultural History subject.

## **Research Result**

### **Cycle I**

In the research planning phase, the writer used research identification and research formulation as the basic to arrange improvement planning of cycle I. the writer also prepared learning media like book, lesson plan of Islamic Cultural History subject for the eighth grade. The writer also prepared task and formative test. And all of them had been done at planning session.

The improvement of action at the first cycle is done on Thursday, February 15, 2015. This learning process used the improvement planning in the cycle I. The learning process was done gradually which was started with aperception and ended with task. The task was analyzed to know the result and used to measure whether there is an improvement or not after the learning was improved. After cycle I was conducted, it showed that

there was an improvement about 32,26%, previously it was about 25,80% and increased into 58,06%, but it cannot be said the cycle I was succeeded. It because the minimum passing grade is when 75% of students have successfully passed the test. Thus, researcher attempted to improve the learning process at Islamic Cultural History subject by using group counseling.

Based on the observation conducted through data by the observer it shows that teacher has already done the cycle I based on the planning but it was less optimal in implementing the planning and group counseling. It needs to appoint one of students who really understand well to guide other students in group. They will be easier understanding the material when the material explained by their friend.

The reflection that can be taken after the implementaion of cycle I at Islamic Cultural History class using Group Counseling conducted at February 11, 2015 are: a) the groups divided were homogeneous; b) Students are inactive in the group; c) there are some students who had not understood with group counseling rule.

Based on the data described above it can be concluded that the cycle I has not yet showed the success and it can be said that it was still failed. In addition, 18 of 31 students got 75 or more while 13 students were under 75. While the passing grade is 75 so that the improvement of cycle I has not showed the improvement significantly.

## **Cycle II**

The planning of cycle II was based on the reflection of cycle II. In this

phase, the writer planned some improvements of learning for cycle II by preparing learning media, props such as picture, observation sheet and formative test questions. The writer also divided new groups into more varieties. The implementation of cycle II was conducted at February 18, 2015. The learning process was started with apperception and ended with formative test. It used lesson plan after some improvement. The test score would be analyzed to decide whether the learning improvement work or not. From the analysis of learning achievement data, it showed that the lowest score is 50, and the highest score is 90. After betterment in the using of props and groups which are more various in the cycle II the result of their test increased. The following table, the writer would like to describe the result of cycle II.

Based on the observation of data conducted by observer it shows that teacher had done the activity in cycle II based on the planning. According to the data, there is satisfying significant improvement achievement in the cycle II proven from the indicator of data that has been achieved in the cycle II.

The reflection that can be taken from the implementation of cycle II in Islamic Cultural History subject conducted at February 18, 2015 are as follow: a) teacher conducted the activity based on the planning; b) Learners look understand well with the material using group counseling; c) generally, the whole learning activity was successful enough. The improvement of cycle II has been success proven with the significant improvement of students result of study; d) From the result finding and reflection in the improvement of learning about Muslim scientist and

their role it showed that the improvement of students achievement improved significantly from cycle I. in cycle I the mean score is 71,77 while in the cycle II after the improvement students tend to be more confident, active, willing to raise their hand and deliver questions and had discussion with their groups so that it makes the class more interesting and they are more enthusiastic in the class. From the above analysis it can be inferred that the improvement from cycle I to cycle II was successful.

The success of cycle II is proven with: a) students were active in the study group activity guided by teacher; b) almost of students were willing to delivered their questions and difficulties in understanding material; c) Almost of students have comprehended the material 24 of 31 students reached the passing grade (77.41%) above 75.

## **Discussion**

### **Cycle I**

The improvement conducted in cycle I focuses on the implementation of group counseling. Teacher domination in teaching and learning process gets less and the students took part actively in the learning process where the students are asked to bring learning sources to be discussed, while teacher only give some explanation dealing with the material. In the main activity students in group together with teacher's guidance but the groups were still homogenous. Teacher always optimize the interaction among learners or between learners and teacher in group activity. Students were actively took part in learning process in group discussion or class

discussion. In the end of the class, teacher gave evaluation to know the students' level of competence of Islamic Cultural History subject.

The students' activeness in the first cycle was not optimal yet about 58,06% in understanding the material. The students' activeness was not prevalent yet, only certain students who were active in the class and almost of them were students who are always active in the class before the treatment implemented and students who have good academic achievement before. Students who were less active in the class because they were afraid of doing false or shy to ask or answer questions or less maximal in the group. Students not active in cycle I is also because they have not accustomed to the activity using group counseling. The learning situation were still dominated by students who have good achievement. Students who have low academic achievement were not confident enough to ask question about what they had not understood yet. They need to learn to deliver question well with teacher guidance.

The less optimal of students participation in cycle I also affects the level of students' level of comprehension toward material. In this cycle only 58.06% who passed the passing grade or 71.77 for the mean score. Students who took part in choosing the material easily understood better than students who did not join it. This correlate with what Darsono (2000) that learner who learn by himself will have better understanding and achievement. Students' activeness and involvement in learning process is one of supporting factor for students' learning. So that teacher should try hard in order students to be active in the class and make them getting the concept of what they learn. Teacher is only as facilitator who

guides students through series of activities done by students such as discussion or reading. It is supported with what Mulyasa (2004) said that teacher is as facilitator; process guide, man source, and someone who guide and introduce the students about problem faced.

From the data analyzed above, it needs improvement on the learning process next. Teacher should give more motivation to students to raise their motivation in learning so that they have good confidence to actively take part in the learning process. Teacher is expected to give guidance and supervision of the implementation of study group and know the problems faced by students. Teacher should create fun learning activity to students, un-stressful, and make them to directly take part in the learning process.

## **Cycle II**

The improvement in cycle I showed the improvement in teacher role as well as the students' achievement percentage. Unfortunately the learning achievement was not maximal yet. From the reflexion it showed that the implementation of learning activity was not optimal yet. Then in cycle II the improvement focuses on the group counseling by changing the group with variative member of each group. In this cycle, teacher also explained clearer and more detail about the instruction of applying group counseling. Students were more proactive in the learning process. The students who passed the passing grade reached 77,41% although it has not reached 100% it can be said that it has reached the passing grade because the percentage of sum of students reached more than 75%.

Until the remedial done in the cycle II, it found few students who had not passed the passing grade yet. It is because their ability to pervade the material well and have low motivation to study so that their achievement were still low after the treatment.

### **Conclusion**

According to the result of research conducted, it can be concluded that the ability of eighth grade students of MTS Al Islam Bringin in learning Islamic Cultural History in the pre cycle the passing grade was 25.80% of sum of students, in the first cycle it reached 58,06% so there was improvement about 32.26%. the improvement of group counseling to improve students ability in learning Islamic Cultural History showed in the first cycle that reached 58.06% and 77.41 in the second cycle so that there was improvement about 19.35%.

According to the conclusion above, the following are suggestion that teacher can do to improve students activity and improve students' achievement: a) teacher should choose appropriate method to improve students' ability; b) teacher should give chance to students to understand material well; c) teacher should be more proactive giving counseling to certain students who were shy to teachers, it is aimed in order to improve their ability to comprehend the material.

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