

## APPLYING COOPERATIVE LEARNING FOR SPEECH CLASS AT THE SECOND SEMESTER STUDENTS OF STMIK ATMA LUHUR PANGKALPINANG

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### Abstract

”The problems of this study: “Is cooperative learning effectively used in teaching English for Speech to the Second Semester Students of STMIK ATMA LUHUR PANGKALPINANG?” The method of research used in this study was the experimental research. The type of experimental method used was quasi-experimental. The result of the test was analyzed by using SPSS Program. Based on the result of the data analysis, From the scores that were found, the result of statistical analysis between experimental and control group (t-obtained) should be higher than t-table (0.05) for two tailed. Furthermore the result of the students’ score in control and experimental group (value of t-obtained) was -10.325. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that teaching English for Speech using dialog with cooperative learning method is more effective than conventional way to the second semester students at STMIK ATMA LUHUR PANGKALPINANG.

**Keywords:** Teaching, Speech, Cooperative Learning

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### Introduction

English is international language although in Indonesia English still foreign language. Even the writer still hope in one time English in Indonesia will become second language as a daily conversation in a formal situation. Gebhard (2000:2-3) says: “English is international language in a global sense, one of them is primary function and enable speaker to share with their ideas and cultures” English is very good to learn because will make us as Indonesian to have an experience in learning foreign language. When people will learn about foreign language especially English so it will have many advantages for them to survive in international community. A foreign language is English learned by people who live in places where English is not the first language of the people who live in the country. The objective of teaching English is to develop the four language skills (Reading, Listening, Speaking, Writing). In learning speaking skill especially speech class, the lecturer will give variety activity how the

students will speak up more. By giving them free activity to share their ideas in speaking so it will make the class more excited. For example in speech class we have drama, presentation, poetry, speech, sing a song and many others.

So far, Gebhard (2000:2-3) says: “English as foreign language is English studied by people who live in places where English is not the first language of the people who live in the country”. From the definition above, it infers that speaking is only used in formal situation, when the student in an English Class. Literally they do it because some pressure to speak up. Sometime internal motivation still little to help them to speak in English, one of them is not very confidence or the students don’t have self-confidence to express ideas in English as a foreign language. So the writer will apply in teaching speech using one method of practice teaching and cooperative learning to help the students have self-confidence in learning English speech class.

Speech class will make the students excited to express their ideas in speaking firstly using cooperative learning. According to Djahiri (2004), Cooperative Learning is small group cooperative learning to make the study approach to explore the students ability to study use centrally, humanism and democracy way as possible as the students skills and situation. By taking the briefly statement we know that with this method will make the students help each other and support each other in speech class. Role plays are commonly used in this speech class. Cooperative learning is not simply another teaching technique or learning activity. It is an approach to teaching (or methodology) that uses a variety of teaching techniques. The teacher may lecture in order to present basic materials. In some cases demonstrations are conducted for the entire class. Worksheets and handouts are typically used extensively in this approach. Role plays are commonly used. So the creativity of the teacher is not inhibited. However, the teacher does give up the role of being the provider of all information. The teacher also must be sure that students are actually on-task within their cooperative learning groups or learning time is wasted. Finally, do not overlook the value of the summarizing activities. Students may not always arrive at the correct answers within their groups—or even acceptable answers/products, for that matter. It is the teacher's responsibility to assure that the solutions or answers that the groups develop are correct and that students know when their answers are incorrect. This is done in the summarizing activities.

Based on the description above, the writer would like to research entitled "Teaching English for Speech Using Cooperative Learning to the Second Semester Students of STMIK ATMA LUHUR PANGKALPINANG".

Based on the limitation problem above, the writer formulated the problems as follows: "Is cooperative learning effectively used in teaching English for speech at the second Semester Students of STMIK ATMA LUHUR PANGKALPINANG?"

Objectives of the Study

The objective of this study was to find out whether or not it is effective to teach speech using cooperative learning to the Second Semester of STMIK ATMA LUHUR PANGKALPINANG. The Significances of the Study: (1) The writer could enlarge her knowledge and got experience in doing the research; (2) The result of this study could be of source information for help the teacher of English, the students, the readers and for the study to improve their ways in teaching speech using cooperative learning.

### Methodology

The method of research used in this study was the experimental research. The type of experimental method used was quasi-experimental.

Quasi experimental design This category of design is most frequently used when it is not feasible for the researcher to use random assignment. In this research, it has three basic characteristics: a control group is presented (2) the students are randomly selected and assigned to group and (3) a pretest is administrated to capture the initial difference between the group. Hatch and Fahrady (1982: 22)

Issac and Michael (1980:14) describes that "the objective of true experimental is to investigate possible cause and effect relationship by exposing one or more experimental group to one or more treatment conditions and comparing the result to one or more control group not receiving treatment."

The writer took 48 students for sample. 24 students as experimental

group and 24 students as control group. The control group was taught using the techniques that was commonly used by the teacher at the school in teaching English. Meanwhile, the experimental some small groups consist of two students in one class was taught using dialogue activity.

#### Sample

According to Moris (in Praty 2006: 14), “Samples are set of elements drawn and analyzed to estimate to characteristic of the population”. Sample is part of whole, population taken to show what the rest is like mention that sample is any number of things, students’ event that are usually less than the total population.

While Arikunto (2002:112), says that if the subject is less than 100, it’s better to take it all, so that the experiment. If the subject was large, it can be taken between 10-15% or 20-25% or more. The sample of the study will be taken by random sampling method. Based on it, there are two classes got, that are TI2A and TI2B as my purposived sample. The first 24 students were classified as experimental group (class TI2A) and another 24 students were classified control group (class TI2B).

#### Technique for collecting the data

In this study, the writer used the test. Test was used to collect data on subject’s ability or knowledge of certain disciplines. According to Arikunto (2006:59, a test is any series of question or exercise or other skill, knowledge, intelligence, capacities of attitude of an individual or group. In this study, the account of the test was four aspect. It consists of expression, pronunciation, vocabulary and fluency To improve the students’ speaking ability through cooperative learning method. Students

will be able to create and practice the Character.

by looking at the role card and continue the issues with their own word. The writer gave two test they were pre-test and post-test. Pre-test was given before the writer conducts the experiment. It was aimed to measure the students’ speaking mastering before the experiment. Post-test was given at the end of the experiment. The objective of post-test was to know whether or not the treatment to be the experimental group had any significance differences in speaking mastery compared to the control group.

#### Technique for analyzing data

The techniques for analyzing data in this study were done through (1) percentage analysis (2) the conversion of the percentage ranges and (3) the matched t-test. The data analyzed is taken from the tests. The writer devides the students’ scores into two groups.

Group A: The scores of the pre-test and post-test of the students who learned speaking by using cooperative learning.

Groups B: The scores of the pre-test and post-test of the students who learned speaking by using traditional method.

In this study, the writer will present the data distrubution of each test of both two groups in the form of the raw score, then the writer will analyze the data statistically by Interrater reliability and SPSS Program.

#### Percentage analysis

To measure the students’ speaking ability, the writer will classify the scoring from each speaking component in order to make it clear when the writer gives the score.

**Table 1.** The Classification of Scoring

Speaking Component				
Point of Score	Description			
	Pronunciation	Fluency	Expression	Vocabulary
<b>21 – 25</b>	It is only very slightly influenced by mother tongue. Two or three errors. On a par with an educated native speaker.	Speak without too great an effort with a fairly wide range of expression. Only one or two un natural pauses.	No difficulty in deciding the intonation, he can use different intonation match with the situation.	He really understands with the topic and it ease to make a very good dialogue with minor grammatical errors.
<b>16 – 20</b>	It is slightly influenced by mother tongue. A few errors.	There are not too many unnatural pauses.	A few intonation errors, but not serious.	He understands with the topic and can make a good dialogue. A few grammatical errors.
<b>11 – 15</b>	It is influenced by mother tongue but a few serious errors. Some of which cause confusion.	Has to make an effort for much of time. Range of expression often limited.	Often make flat intonation. But, listener still understand.	Know the topic, get the difficulty to make dialogue, several grammatical errors.
<b>06 – 10</b>	It is seriously influenced by mother tongue. Occasionally, lead to misunderstanding.	Long pauses while he searches for the desired meaning. Limited range of expression.	Several intonation errors. Limited understanding in intonation.	Hard to understand the topic, make frequent errors in grammatical.
<b>0 – 05</b>	Serious pronunciation error, very hard to undertand	Full of long and unnatural pauses. Very limited range of expression.	Large number of intonation errors.	Failure to understand and to make himself understand.

**Source:** Heatson, John Brian (1989: 98-100)

Note: The point of score has category for each score. Point of 0 - 05 is Very Poor, 06 – 10 is Poor, 11 – 15 is Fair, 16 – 20 is Good, 21 – 25 is Very Good.

Conversion of percentage range

To interpret the students' individual score, the range that will be used as follows: very good, good, fair, poor, very poor. The score will be taken from the total of speaking component.

**Table 2.** Speaking Component Score

Speaking Component	Score
Pronunciation	25
Fluency	25
Expression	25
Vocabulary	25
<b>Total</b>	<b>100</b>

To interpret the quantitative score range written in students' report book as presented below:

**Table 3.** Table Percentage of Score

Percentage of score	Grade	Level of students competency
80 – 100	A	Excellent
7 – 79	B	Good
55– 69	C	Fair
45 – 54	D	Poor
< 44	E	Very poor

**Results and Discussion**

According to the result of test, in this study, the researcher tried to find out the comparison of result score between control group and experimental group. The comparison of score post-test in control group and experimental group was analyzed by using independent sample test.

**Table 4.** Pair Sample Statistics of Control and Ex Class

CLASS	N	Mean	Std. Deviation	Std. Error Mean
RESULT CC	24	66.3750	6.71023	1.36972
EC	24	86.3750	6.71023	1.36972

Noted. CC = Control Class, EC = Experiment class

**Table 5.** Independent Sample t-test

**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
RESULT	Equal variances assumed	.000	1.000	-10.325	46	.000	-20.00000	1.93708	-23.89913	-16.10087
	Equal variances not assumed			-10.325	46.000	.000	-20.00000	1.93708	-23.89913	-16.10087

Based on independent sample test, showed the value of t-obtained was 10.325. At the significant level  $p < 0.05$  for two tailed test and degree of freedom was 46, t-table was 1.99 as displayed in Table 5.

**Discussion**

Based on the statistical analysis, the result of statistical analysis between experimental and control group (t-value) should be less than t-value (0.05) for two tailed. Furthermore the result of the students' score in control and experimental group (value of t-obtained) used independent sample test was 10.325 as showed in Table 5. Since the value of

t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that teaching English for Speech using practice the dialog with cooperative learning method is more effective than conventional way to the second semester students at STMIK ATMALUHUR PANGKALPINANG.

**Conclusion**

From the scores that were found, the result of statistical analysis between experimental and control group (t-obtained) should be higher than t-table (0.05) for two tailed. Furthermore the result of the students' score in control and experimental group (value of t-

obtained) was 10.325. Since the value of t-obtained was higher than t-table, so that the null hypothesis was rejected and alternative hypothesis was accepted. It can be stated that teaching English for Speech practice dialog with cooperative learning method is more effective than conventional way to the second semester students at STMIK ATMA LUHUR PANGKALPINANG.

In addition, the writer concluded that when she taught English for Speech through conventional way. There are many students got the fair and good score is balanced or “good” and “fair” level and little students got excellent score. But when the writer taught speaking through practice dialog using cooperative learning method, there are so many students got excellent level and part of them got good level and there were no students got bad score or “fair” level. The point is they are happy and excited in Speech class using Cooperative Learning, they have excellent self-confidence when they practiced.

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