

THE ROLE OF COOPERATIVE LEARNING METHOD TOWARDS THE STUDENTS' SPEAKING SKILL FOR THE EIGHTH GRADE STUDENTS OF JUNIOR HIGH SCHOOL

(CASE STUDY AT SMP SEMPU NURUL AMIN CIKARANG)

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ABSTRACT

This research analyzed the role of cooperative learning method towards the students' speaking skill for the eighth grade students. The research conducted at SMP SEMPU NURUL AMIN Cikarang. The purpose of the research is to find the role of cooperative learning method by using "Number Heads Together" teaching technique to the students' achievements at eighth grade of Junior High School in English speaking skill. The methodology of the research is experimental method and analyzed by using comparative quantitative research. The researcher took 40 students for the sample. They are divided in two classes; each class consists of 20 students. The first class (Experimental class) was taught by using cooperative learning method while the second class (Controlled class) was taught by using conventional method. In the test, it consists of 10 questions. The researcher gave same questions for both of classes.

The gathered data were analyzed by using statistical analysis. The writer used t-test formula. Based on the result of the analysis of data, the research showed that there is role of cooperative learning method towards the students' speaking skill. It can be seen from the result of posttest that showed the total score of experimental class was higher than the score of controlled class ($178 > 138$), the mean score of experimental class was higher than the mean score of controlled class ($8,9 > 6,9$). Then the total score of posttest of experimental class was higher than the total score of pretest ($178 > 127$). Besides that, the result of t – test was higher than t table ($3,030 > 1,729$) at the significant level of 5%. So the null hypothesis is rejected and the alternative hypothesis is accepted. It indicates that there is positive role of cooperative learning method by using "Number Heads Together" teaching technique towards the students' speaking skill and this method can be accepted as one of good methods in learning speaking.

Key words: Learning Method, Speaking Skill

INTRODUCTION

A. The Background of the Research

Speaking skill is one of four language skills actually all of English skills are important, but speaking skill is the most important skill that should be mastered by English learners. It's because speaking is the basic function of language as a tool of communication. Speaking describes how far the learner mastered about the language itself. Speaking is important for students to practice their capability and their understanding, how to send ideas,

and information. According to Rodgers, quoted by Andina Taureshia wulandari (2013:4) "Speaking is an important ability for the students who study English as a second language based on four skills in English: Listening, Speaking, Reading and Writing". To master speaking skill, especially English, the students must be trained to use English in teaching and learning process.

Teaching is an educational activity. It is an activity that is done by teacher for giving information, sciences, and knowledge to the students. Teaching can be done in formal situation or informal. Teaching in school is a formal activity that is given by teacher to the students in effort to encourage the students' development with the material that is given in the classroom. According to Douglas Brown (2007:8) "Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, causing to know or understand". Teaching English is one of the activities at Indonesian schools. Teaching speaking is one of the duties that are conducted by teacher to improve the students' speaking skill.

Teaching speaking is a very important part of second language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the learners at school and success later in every step of life. Therefore, it is essential if language teachers' pay great attention to teach speaking, rather than leading students to pure memorization. To teach speaking is not an easy job. There are many problems in teaching it. First, students who have poor of vocabulary. Second, they rarely practice English to communicate with others. The third is the lack of self-confidence and fear of making mistakes. When the teacher asks students to make conversation with their friends in front of class, they often refuse it. According to Aleksandrzak (2012: 40) "The problems that are commonly observed in the language classroom are related to individual learners' personalities and attitudes to the learning process and learning speaking can be defined as: inhibition – fear of making mistakes, nothing to say, and low participation". This situation causes them bored and they will not want to continue the study. In this case the students' motivation and interest are very needed to make the process of their understanding more easily in the teaching and learning process.

To make the students have strong interest in teaching and learning process especially in learning speaking, the teacher should take the best method. The method must be able to increase the students' motivation in learning English, especially in speaking English. So that, the aim of teaching and learning process will be successful. It will be able to reach the target if they are supported by some factors such as the method that is used in teaching English, completeness of teaching facilitation, interesting media, and condition of school environment.

Based on the above explanations, the writer proposes that one of the ways to overcome the problem is by giving a good method of teaching to be productive and efficient. Method is a programmed technique as a part of class in teaching and learning process. According to Richards and Rodgers (2001:19) "Method is the plan of language teaching which is consistent with the theories and techniques".

From the description above, the writer is interested in analyzing use cooperative learning method to prove the significant difference in the students' achievement in speaking skill. So the writer takes the research under the title "**The Role of Cooperative Learning Method towards Students' Speaking Skill for the Eighth Grade Students of Junior High School.**"

A. The Formulation of the Research

Based on the identification and the limitation of the problems above, the writer tries to formulate the problem as below:

1. Is there a role of cooperative learning method by using “Number Heads Together” teaching technique in teaching and learning process?
2. Does cooperative learning method by using “Number Heads Together” teaching technique improve the eighth grade students’ speaking skill

B. The Purpose of the Research

The purposes of the research are:

1. To find the role of cooperative learning method by using “Number Heads Together” teaching technique to eighth grade junior high school students’ English speaking skill achievements.
2. To find out whether cooperative learning method by using “Number Heads Together” teaching technique improves the eighth grade junior high school students’ speaking skill.

RESEARCH METHODOLOGY

A. Time and Place of the Research

This research is conducted during the period of May – July 2019 and the place of the research is at SMP SEMPU NURUL AMIN CIKARANG on the eighth grade students, which is located on Sempu, Pasir Gombang North Cikarang Bekasi.

B. Research Method

In this research the researcher uses quantitative research. According to Sugiyono (2012:14) translated by writer,

“Quantitative research is called scientific method because it has already fulfilled the scientific principles such as empirical, objective, measurable, rational and systematic. The research does in the certain population and sample. The process is using deductive method to answer the formulation of problems, it is used a concept or theory in order to find the hypothesis. The hypothesis is experimented in the data collecting. The data collecting uses a research instrument, then research instrument is analyzed using quantitative method and can be concluded that the hypothesis is proved or not”.

Meanwhile according to Allaga and Gunderson (2000: 1) “Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular Statistic)”.

In the quantitative research, the researcher uses experimental method. According to Sugiyono (2012:107), translated by writer “experimental method is a part of quantitative research that has specific characteristic, especially there are treatment group and control group”.

C. The Population and Samples

1. Population

According to Sugiyono (2012:117), translated by writer, “Population is the area or groups of individuals consist of object or subject that has certain quality and characteristic which is determined to research by the researcher”. The population in this

research is all the students of SMP SEMPU NURUL AMIN. The total numbers of population are 117 students and divided in to three classes.

2. Sample

According to Sugiyono (2012:118), "*Sampel adalah bagian dari jumlah dan karakteristik yang dimiliki oleh populasi*". Moreover, Arikunto (2010:174) says "*sampel adalah sebagian atau wakil dari populasi yang diteliti*". It means that sample is a part or representative of the population observed. And according to Sugiyono (2012:121), "*cluster sampling adalah pengambilan sampel berdasarkan daerah atau kelompok populasi yang telah ditentukan*". Based on Sugiyono's statement, the researcher uses cluster sampling, from the determined population. The sample is the eighth grade students; each class consists of 20 students.

D. Instrument of the Research

In conducting the research, it needs the research instrument. According to Sugiyono (2012:148) "*Instrument penelitian adalah alat ukur dalam sebuah penelitian*". It means that instrument of the research is a tool to obtain the data in the research. In this research, the researcher uses test as the research instrument, which is consists of 10 questions. To measure the validity and reliability of the test the researcher uses the test based on the subject that given in the teaching and learning process.

E. Technique of Collecting Data

To obtain the research data, the test is used to measure the students' skill. Test is exercises or questions that is used to measure skill, knowledge, intelligence, or talent. According to Arikunto (2010:139), "*Tes adalah serentetan pertanyaan atau latihan serta alat lain yang digunakan untuk mengukur ketrampilan, pengetahuan intelegensi, kemampuan atau bakat yang dimiliki oleh individu atau kelompok*". Meanwhile according to Hornby (2010:1599) "Test is an examination of someone's knowledge or ability, consisting of questions for them to answer or activities for them to perform intelligence".

In the research, the researcher classifies the research methods in two parts, those are: field research and library research.

F. Technique of Data Analysis

To determine whether there is influence of using Number Heads Together technique on students' speaking skill the researcher analyzed data obtained from pretest and posttest by using t- test formulation. Sugiyono (2012:273),

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Description:

\bar{X}_1 : Mean score of the experimental group

\bar{X}_2 : Mean score of the control group

S_1^2 : The variant of experimental group

S_2^2 : The variant of control group

n_1 : The object of experimental group

n₂ : The object of control group

RESEARCH FINDINGS

A. Data Description

The data description in this research is intended to present the data found in the research on "The Role of Cooperative Learning Method towards the students' speaking skill". The result of this research is focused on the students' achievement in their speaking. The result describes the test score of the students who are taught using cooperative method by "Number Heads Together" technique and the students who are taught by conventional method. The data mainly involves the mean and the standard deviation of the students' score.

The situation in the class using experimental method (the first group or experimental class) makes the students are more interactive and innovative; every group gives the opinion each other. They are confident to show their opinion to their friends. It is really different in teaching using conventional method (the second group or control class). There is no interaction each other and they don't have any confidence to speak or explore their opinion.

B. The Analysis of Data

The researcher took the data from pretest and posttest were conducted to the sample. The instrument data consisted of 10 questions. It can be seen or read on appendix 5. The writer was going to give score 10, if all answers were correct, and score 0, if all answers were wrong. For the calculating score clearly, the writer used the formula:

$$\text{Score} = \text{Correct} \times 1$$

1. The result of experimental class

a. Pre - test

After doing pretest, the researcher got the average score of the students was 6,35, the maximum score that students got was 8, and the minimum score was 5. From the minimum score, there were three students who were got the minimum score.

b. Posttest

Before giving posttest, the researcher gave treatment for experimental class by using cooperative learning method. The result of posttest of experimental class were different. The average score was 8,9, the maximum score that students got was 10, and the minimum score was 6.

2. The result of control class

a. Pre - test

The maximum score that students got was 8, the minimum score was 5 and the mean score was 6,3. It showed that there was no significant difference between the experimental class and the control class. Both the classes had equal ability.

b. Posttest

Before giving posttest to the control class, the researcher gave treatment by using conventional method with the same material as it is in experimental class. The average score was 6,9, the minimum score was 5, and the maximum score was 8.

3. The Frequency of Distribution

The writer tries to make frequency distribution of the score experimental class and controlled class. The purpose is to know how many students who got good score and poor score.

Based on the frequency of the students' test result, the writer concludes that there are 13 students got score 81- 100 (Category excellent), 5 students gets core 71- 80 (Category good), 1 students got score 61- 70 (Category average), and 1 students got 0- 60 (Category poor) of the experimental class and the there are 0 students got score 81- 100 (Category excellent), 5 students getscore 71- 80 (Category good), 1 students got score 61- 70(Category average), and 6 students got 0- 60 (Category poor) of the control class. It indicates that there is role of cooperative learning method towards the students' achievement.

4. The Statistical Analysis

In order to find out the mean score of the students and to know the extent of using cooperative learning method by "Number Head Together" teaching technique towards the students' speaking skill, the result of pre-test and post-test is calculated by t-test analysis. The formulation of t- test according to Sugiyono (2012:273),

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{S_1^2}{n_1} + \frac{S_2^2}{n_2}}}$$

Description:

\bar{X}_1 : Mean score of the experimental group

\bar{X}_2 : Mean score of the control group

S_1^2 : The variant of experimental group

S_2^2 : The variant of control group

n_1 : The object of experimental group

n_2 : The object of control group

C. Conclusion of the t- test

The data of the different result of students who are taught by using cooperative learning method and the students who are taught by using conventional method is showed by the table below:

Table of Conclusion of the t- test

Class	Mean	Gain	t-test	t- table	Conclusion
Experimental Class	8,9	2,0	3,030	1,729	significance
Control Class	6,9				

Table 4.14: Conclusion of the t- test

Based on the table above, the researcher concludes that the t test is higher than t table ($3,030 > 1,729$). The mean scores of the students who are taught by using cooperative learning method are higher than the mean scores of the students who are taught by using conventional method ($8,9 > 6,9$). So, the null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. It means that there are roles of cooperative learning method in teaching English speaking, those are the cooperative learning method in teaching and learning process influences the interest of the eighth grade students of junior high school,

the cooperative learning method improves students' speaking skill. So that using cooperative learning method is effective in improving students' speaking skill. It means that the experimental method is accepted.

CONCLUSIONS AND SUGGESTIONS

Based on the result of research discussed in the previous chapter, the researcher can draw the conclusions that there is role of using cooperative learning method by using "Number Heads Together" teaching technique in teaching and learning process. Using of cooperative learning method in teaching and learning process influences the interest of students and gives good effect on students' speaking skill at eighth grade students of junior high school. It is clear that cooperative method especially "Number Heads Together" teaching technique" is appropriate to use in teaching English, especially in increasing students' speaking skill.

Finally, in this section, after finding, discussing and taking conclusion of this research, the writer would like to give some suggestions as the final notes. Hopefully the result of the research will be useful for schools, teachers, students, and upcoming researchers. These are the suggestions, as below:

The schools must give training about the methods, so the teachers can teach by using appropriate method in teaching and learning process. One of the examples of teaching method is cooperative learning method. The schools can introduce to the teacher in using cooperative learning method, because it makes the students are more active and cooperative in their class and gives good effect in learning speaking.

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