



TEACHING ENGLISH FOR SPEECH USING COOPERATIVE LEARNING TO THE SECOND SEMESTER STUDENTS

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ABSTRACT

The title of this research is "Teaching English for Speech Using Cooperative Learning to Second Semester Students of ISB Atma Luhur Pangkal Pinang and Sjakhyakirti University". The formulation of the problem in this study: "Is cooperative learning effective in teaching English for Speech in the Second Semester? ISB Atma Luhur Pangkal Pinang and Sjakhyakirti University students?" The research method applied is experimental research. The experimental method applied is a quasi-experimental. The SPSS program is used to obtain experimental results. The statistical results between the experimental and control groups (t-obtained) must be higher than the t-table (0.05) for the two-tailed group, which is the result obtained based on data analysis. The students' scores for the control and experimental groups (the t-value obtained) were -10.325. The t value obtained is greater than the t table, the null hypothesis is rejected and the alternative hypothesis is obtained. It was found that teaching English in the use of speech by applying cooperative learning dialogue had better efficiency than the conventional method which was carried out in the second semester for students.

Keywords: *Teaching, Speech, Cooperative Learning*

1. INTRODUCTION

In the use of international languages, English is the language most often used. Even so, the application of English in Indonesia is still very lacking, the author also feels the need to use English as a second language that can be used in daily activities, especially in formal conditions. The use of English gets recognition when the language is globally recognized by almost all countries in the world (Crystal, 1997).

Gebhard (2010:2-3) states that English is a language used internationally which functions as a communication tool to discuss various ideas and cultures that are owned by a

region or country. In learning English, people in Indonesia will get a lot of experience or lessons in the use of foreign languages. When someone masters English he is able to adapt quickly in any country today. The power of learning English is able to make us have various language skills such as reading, speaking, writing and listening. When speaking in front of a crowd like giving a speech, the lecturer will provide activities that require students to speak more. Lecturers will not limit the ideas that are in the minds of students when speaking in English so that students in the class become active and enthusiastic in carrying out teaching and

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learning activities. The implementation of English lessons in the classroom so that speaking activities are carried out more can be filled with presentation activities, speeches, poetry, singing, drama and many others.

Gebhard (2010:2-3) argues that English is a foreign language that is learned not only from the country but by people living outside the country. It is very likely that people who learn English have never been to the country but are very fluent in English. Siahaan (2008:1) argues that language is the rules that govern grammar in communicating. From the two figures above, we can conclude that during a formal atmosphere, English conversations are only carried out in English classes. Intonation and grammar are used when speaking. The need for high self-confidence as a form of motivation for students so that they can speak English which is not the language he uses everyday. The author wants to apply it in speech by using practical teaching methods and cooperative learning that can increase confidence so that they can give English speeches in class.

Cooperative learning is able to provide good motivation in providing ideas for students to be excited in the speech class. Djahiri (2004) argues that the formation of cooperative groups in the form of small groups is able to provide a better approach to learning, so that each student is able to explore their abilities in learning. Another advantage of learning to be centered and humanism. This learning becomes more open to each other because of the applied democracy that is able to give students the skills to explore themselves. With the help of short questions, it can be seen that in using this method students help each other and provide support to each other while in class. Cooperative learning is not only a learning process using techniques and methods that are just different, but this learning is through a teaching approach that applies a variety of diverse teaching techniques. Teachers can use teaching techniques when delivering basic material,

followed by demonstration techniques in providing advanced material. Worksheets can be used when using this approach. Each student is expected to be able to play his role well so that the teacher does not lose his creativity. The teacher here does a lot of acting as a facilitator who acts as a provider of additional information to strengthen the material. Teachers believe that students are able to work on their assignments in groups using cooperative lessons so that the available time can be used as well as possible. The conclusions given by students do not always include the correct answers, that's when additional conclusions or opinions are needed from the teacher so that the answers given are in accordance with the objectives of the learning material. The teacher has a responsibility to ensure that the answers or solutions given by him are the expected results. Students are also asked to briefly record additional answers from the teacher.

From the description that has been submitted, the research conducted by the author is entitled "Teaching English for Speech Using Cooperative Learning to Second Semester Students of ISB Atma Luhur Pangkal Pinang and Sjakhyakirti University".

2. FORMULATION AT THE PROBLEM

Based on the limitations of the problem above, the writer formulates the problem as follows: "Is cooperative learning effective in teaching English for speech to the Second Semester Students of ISB Atma Luhur Pangkal Pinang and Sjakhyakirti University?"

3. OBJECTIVES OF THE STUDY

The aim of the study is to understand the effectiveness of speech learning through cooperative learning in Semester II ISB Atma Luhur Pangkal Pinang and Sjakhyakirti University.

The Significances of the Study

1. The author gains additional knowledge and experience during the research process.
2. The results obtained from this study contribute in terms of information and benefits, especially for English teachers, students, readers and further research that can improve cooperative learning in teaching speech.

4. MATERIALS AND METHOD

In this study, the method applied was experimental research with a quasi-experimental method. The application of this method is based on considerations when learning research activities can take place naturally and students do not feel burdened by the experiments that are currently being carried out. Which in this study can maximize the best contribution in the level of research validity.

A quasi-experiment using a categorical design applied by the researcher does not allow random assignment. This is because the study has three basic characteristics, first: a control group is presented, second: students are randomly selected and given the task of forming groups, and third: a pretest is given to assess the initial ability in each group. Hatch and Fahrady (1982:22).

Issac and Michael (1980: 14) explain that true experimentation aims to determine the possibility of a cause and effect bond through exposing one or more groups of the experimenter to one or more treatment conditions and comparisons to the results of the control that cannot be improved.

The researcher got a sample of 48 students of which 24 students were the experimental group and 24 other students were the control group. Teaching techniques that are usually applied are taught in the control group. For the experiment, there are small groups of two students in one class taught by using dialogue activities.

5. SAMPLE

Moris (2016:9) argues that the sample is a collection of elements that are taken and analyzed in order to provide an estimate of the characteristics of a population. The sample is part of the entire population taken in order to provide clues about the number and events of students who are only taken a little from the total population.

Arikunto (2015:112) mentions that subjects that are less than 100 can be taken all the data as experiments. If there are a lot of subjects or more than 100 then the sample taken is 10-15% or 20-25% or more. Random sampling method was used in taking the sample of this study. Two classes, namely TI2A and TI2B, were sampled. The TI2A class consisting of 24 students was determined as the experimental group and the TI2B class consisting of 24 students also acted as the control group.

6. TECHNIQUE FOR COLLECTING THE DATA

The test applied in this study was used to collect data regarding the subject's ability and knowledge of a particular discipline. Arikunto (2006:59) states that the test is a series of questions or training or skill test of knowledge about individual or group abilities. Which can be made an assessment of speech, use of grammar, and vocabulary. Increasing students' speaking skills using cooperative learning methods. Students who are included in the experimental class in their class are made and practiced characters who are able to use role cards and continue the problem with direct words from them. There are two tests used, namely pre-test and post-test. The pre-test was carried out before the researcher carried out the experiment aimed at measuring students' mastery in speaking. Then the post-test which was carried out at the end of the experiment aimed to determine whether the applied learning method had an effect on students' speaking mastery. This was done in

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order to get a comparison with other groups, namely the control group. The realization of the subjects obtained to find out the results obtained to what extent are combined with reproductions from repeated studies on the same conditions. The validity of the subject obtained is to find out the size of the results whether it can measure what should be measured.

7. TECHNIQUE FOR ANALYZING DATA

In this study, the data analysis technique consisted of several stages, first: percentage analysis, second: conversion of percentage ranges and third: t-test fit. The data obtained for analysis were obtained through tests. The author will distinguish the students' scores into two groups.

Group A: The pre-test and post-test scores of students who apply the technique of learning to speak with the application of cooperative learning.

Group B: Pre-test and post-test scores of students using traditional methods in learning speaking techniques.

This study is shown by the distribution of data for each test between the two groups starting from the raw score, then the researcher will analyze the data with interrater reliability statistics and the SPSS program.

1) Percentage analysis

In measuring speaking ability, the researcher classified the scores on the speaking component in order to be clear in scoring. To measure students' speaking ability, the writer will classify the scores of each speaking component to clarify when the writer gives the score.

Table. 1 The Classification of Scoring

Speaking Component				
Point of Score	Description			
	Pronunciation	Fluency	Expression	Vocabulary
21 – 25	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 unnatural 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.
16 – 20	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.

11 – 15	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.
06 – 10	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.
0 – 05	Serious pronunciation error, very hard to understand	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 (2001: 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.

2) Conversion of percentage range

Interpret the score of each student, using the range: very good, good, fair, poor and very poor. Scoring used from the total overall score component in speaking:

Table. 2 Speaking Component Score

Speaking Component	Score
Pronunciation	25
Fluency	25
Expression	25
Vocabulary	25
Total	100

In interpreting the range of quantitative scores printed in student report cards is shown as:

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

8. RESULT AND DISCUSSION

From the research that has been done, it is obtained the test results which are used to compare the results of the control group with the experimental group. The comparisons obtained from the post-test scores were then analyzed using an independent sample test.

Table. 4 Pair Sample Statistics of Control and Ex Class

CLA	N	Mean	Std. Deviation	Std. Error Mean
RESUL SS T CC	24	66.375 0	6.71023	1.3697 2
EC	24	86.375 0	6.71023	1.3697 2

Noted. CC = Control Class, EC = Experiment class

Table. 5
Independent Samples Test

	Levene's Test for Equality of Variances	t-test for Equality of Means								
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
RESULT	Equal variances assumed	.000	1.000	-10.325	46	.000	-20.00000	1.93708	-23.89993	-16.10007
	Equal variances not assumed			-10.325	46.000	.000	-20.00000	1.93708	-23.89993	-16.10007

In the independent sample test, the t value obtained is 10.325. At the significant level $p < 0.05$ for the two-tailed test and the degrees of freedom obtained 46 results, the t-table is 1.99 as shown in Table 5.

9. INTERPRETATION

From the statistical analysis, the results showed that the experimental group with control (t value) should be smaller than the t value (0.05) for two tailed. Then the results of the control and experimental groups (t-earnings value) used an independent sample test, namely 10.325 which is shown in Table 5. The t-acquired value is higher than t-table, so that the null hypothesis is rejected and the alternative hypothesis is accepted. The researcher got the result that teaching English speech by applying dialogue practice with cooperative learning method was much more effective when compared to the conventional method as researched by the author.

10. CONCLUSION

The score obtained is the result of statistical analysis of the experimental group with the control (t-obtained) must be higher than the t-table (0.05) for two tailed. The results obtained from the control and experimental group student scores (t values obtained) were 10.325. The t value obtained is greater than t table, so the null hypothesis is rejected and the alternative hypothesis is accepted. Dialogue speaking exercises for English lessons using the cooperative learning method have high effectiveness when compared to conventional methods for second

semester students of ISB Atma Luhur Pangkal Pinang and Sjakhyakirti University.

The author concludes that in giving English lessons in speech lessons using conventional methods, students get fairly good and balanced scores or "good" and sufficient levels and very few students get very good scores. This is inversely proportional to when applying the cooperative learning method where more students get very good scores so that there are no students who have bad or sufficient scores. Cooperative learning is able to provide a pleasant atmosphere in the classroom so that students are happy and motivated so that they are more confident in learning.

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